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ABSTRACT

The project was conducted to evaluate the vocational education reporting system in Virginia. Objectives were to determine if the student enrollment and followup information collected by the system is adequate for program planning by local school divisions; to revise the reporting system; to study procedures used in other States in determining manpower demand; to develop an instrument to determine student demand for vocational programs; to revise the forms and procedures used in plans for vocational education; to determine availability and utilization of vocational education facilities in Virginia; to develop an instrument for gathering data on teachers' daily assignments; and to assist in developing computer software for program standards. It was concluded that while the reporting system is functioning reasonably well, major revisions of forms and procedures are needed to improve its efficiency. Materials resulting from and related to the project are appended. Included are: a report on adequacy of information to localities (4 pages); 1974 and 1975 teacher guides (55 pages); a manpower demand state-of-the-art study (67 pages); vocational education student demand projection system (33 pages); annual projected plan for vocational education and preliminary applications for Virginia vocational funds for 1975-76 (87 pages); and a report on facility utilization study. (Author/MF)

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FINAL REPORT

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# Further Development of the Vocational Education Management Information System for Virginia (VEMIS-V)

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

Donald E. Elson
Division of Vocational and Technical Education
College of Education
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Blacksburg, Virginia 24061

July 1975

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CE005879

FINAL REPORT

# Further Development of the Vocational Education Management Information System for Virginia (VEMIS-V)

Research Project in Vocational Education
Conducted Under
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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July 1975

VT 102381

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Further Development of the Vocational Education
Management Information System for Virginia (VEMIS-V)


Summary

The Division of Vocational Education State Department of Education (DVE/SDE) funded the project, based in the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University for the period July 1, 1974 to June 30, 1975.

Objectives

The objectives of the project were to determine if the enrollment and follow-up information collected by the Vocational Education Reporting System (VERS) is adequate for meeting accountability requirement and for evaluation and planning of vocational education programs by local school divisions; to revise and update VERS in accordance with the changing information needs; to study the procedures being used in other states in determining manpower demand and to recommend procedures for use in Virginia; to develop and validate an instrument for use in determining the student demand for vocational programs; to revise the forms and procedures used in developing annual and five-year local plans for vocational education; to determine the availability and utilization of vocational education facilities in Virginia; to develop an instrument for gathering data on the daily assignments of teachers; and to assist in developing the software for computerizing a set of program standards and determine if programs meet these standards.

Procedures

The procedures followed to accomplish the above objectives varied with each objective. In general, the tasks required of this project were accomplished by the project staff members with direct assistance and consultation

from the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education.

Project Staff

The project staff included one faculty member and one steno-typist. The director of the project was not a line member of the project staff, however he did provide assistance in completing the objectives in addition to being the administrator for the project.

Results and Accomplishments

An evaluation of the Vocational Education Reporting System (VERS) indicated that the system is functioning reasonably well. Major revisions of some procedures made as a result of this project should improve VERS. The development of an additional reporting form for teacher daily assignment, a procedure for determining student demand for vocational education program and revision of the forms and procedures for the annual and five-year local plans are other major accomplishments of this project.

Evaluation

No third party evaluation was required. The staff of the Divisions of Vocational Education and Education Research and Statistics, State Department of Education, provided continuous evaluation.

Conclusions and Recommendations

The following conclusions and recommendations were reached:

1. The Vocational Education Reporting System (VERS) seems to be meeting a portion of the data needs of the Division of Vocational Education, State Department of Education and the local school divisions. It is recommended that an extensive evaluation of this

system be conducted to determine the full extent to which the data needs are being met, especially with respect to the major changes initiated under this project.

2. The follow-up of former students conducted as a part of VERS provides the needed data for the state. However, it seems that the needs of the local school divisions may not be fully met. It is recommended that a study be conducted of the follow-up data needs of localities and procedures incorporated into VERS which will meet those needs.

3. The concept of a management information system is a viable one for vocational education in Virginia. This project expanded this concept, however much can yet be done to improve the efficiency of the system through further development of VERS and computerization of portions of the planning documents and program standards.

## THE PROBLEM

Evaluation and planning are essential if vocational education is to be responsive to the needs of students, employers, and society. The success of both evaluation and planning is greatly dependent upon the availability of valid, reliable, and timely information. Three important questions arise: (1) What are the information needs of vocational education decision makers?, (2) What methods should be used to systematically collect and make available the information needed by vocational decision makers?, and (3) How can the information be used in evaluation and planning? Question 1 has been generally answered in designing the information system discussed below. This research will deal with methods and procedures for collecting and using specific types of information.

### Background Information

In 1971, a research effort, known as the Vocational Education Evaluation Project (VEEP), was initiated in the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University. This project was funded by the Division of Vocational Education, State Department of Education (DVE/SDE) and had as its primary objective the development of a management information system for planning and programming of vocational education. It is envisioned that the system, when completed, will include components to furnish information in the following areas:

1. Student enrollment by program and program information
2. Follow-up of former students
3. Personnel resources available
4. Facilities and equipment available
5. Financial resources available
6. Manpower demand and student needs and interests

Developmental efforts thus far have been concentrated in the first two areas which deal with enrollment and follow-up information. These have been combined into what is called the Vocational Education Reporting System (VERS). This system is fully operational throughout Virginia. For future developmental efforts, priority has been given to areas four and six which include facilities and equipment, manpower demand, and student needs and interests. The research proposed here will deal with these priority areas and will also include revising and updating VERS as needed. A vocational education facilities and equipment utilization model, under development in a study funded by the Virginia State Advisory Council on Vocational Education, will be considered for use in this research.

## OBJECTIVES

The major objective of this research is to further develop VEMIS-V. The contributory objectives are:

1. To determine if the enrollment and follow-up information collected by VERS is adequate for meeting accountability requirements and for evaluation and planning of vocational education programs by local school divisions.
2. To revise and update VERS in accordance with the changing information needs.
3. To study the procedures being used in other states in determining manpower demand and to recommend procedures for use in Virginia.
4. To develop and validate an instrument for use in determining the student demand for vocational programs.
5. To revise the forms and procedures used in developing annual and five-year local plans for vocational education.

6. To determine the availability and utilization of vocational education facilities in Virginia.
7. To develop an instrument for gathering data on the daily assignments of teachers.
8. To assist in developing the software for computerizing a set of program standards and determining if programs meet these standards.

## PROCEDURES FOLLOWED

The procedures followed in accomplishing each of the objectives varied, therefore each objective will be discussed separately.

Objective 1.

Survey instruments were mailed to 130 superintendents and 143 VERS coordinators/directors of all school divisions in Virginia. The cover letter requested them to evaluate the adequacy of information of seven VERS reports. Four rating items were used to evaluate each report.

The seven VERS reports were:

1. Preliminary Enrollment by Service
2. Preliminary Summary of Disadvantaged and Handicapped by Service
3. Preliminary School Enrollment Totals from VERS Form 1.1
4. Final Secondary Enrollment and Completion by Service
5. Final Secondary Disadvantaged, Handicapped by Service
6. Final Adult Enrollment by Service
7. Final Adult Completion by Service.

The four rating items were:

U: Contains very useful information for program planning and/or program evaluation.

I: Information is important for planning and evaluation but it is not in a form which can be readily used in our current planning and evaluation system.

NR: I have seen the report but have not read it.

NS: I have not seen the report.

During a six weeks period, completed instruments were received from 35 superintendents and 107 VERS coordinators/directors.

Objective 2.

Changing data needs and improvement of the system required revisions in the Vocational Education Reporting System forms and procedures. The revisions were made by the project staff based on the survey conducted as described above and continual consultation with members of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education.

Objective 3.

A state-of-the-art study was conducted to determine manpower demand systems now in use in other states and to assess the system currently being used in Virginia. Systems from Oklahoma, Kansas, Minnesota, and Pennsylvania were studied by the staff. Three agencies in Virginia were studied also.

Objective 4.

Work was initiated as a part of VEEP during fiscal year 1974 to develop and field test an instrument for use in determining student demand for vocational programs. This work was finalized and the Vocational Education Demand Project System was established.

Objective 5.

The forms and procedures being used in developing local plans were studied and revised on the basis of consultation with personnel in the Division of Vocational Education, State Department of Education and personnel in local school divisions.

Objective 6.

A study to determine the utilization of vocational education facilities was proposed. This study was to build upon the model developed in a study

funded by the Virginia State Advisory Council on Vocational Education.

Objective 7.

An instrument for gathering teacher daily assignments data was developed in consultation with the Division of Vocational Education, State Department of Education staff.

Objective 8.

The set of program standards to be developed by the Division of Vocational Education, State Department of Education was to be computerized so that application for program approval could be entered into the computer and compared with the standards.

PROJECT STAFF

The project staff included one faculty member and one steno-typist. The director of the project was not a line member of the project staff, however he did provide assistance in completing the objectives in addition to being the administrator for the project. A brief vita for the director and staff member are included on the following pages.

PROJECT DIRECTOR

Donald E. Elson, Assistant Professor
Division of Vocational and Technical Education
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Telephone: (703) 951-5237

Education:

Ph.D. in Education, Michigan State University, 1971 (Major: Vocational Education; Minor: Administration and Higher Education; Cognate: Research and Evaluation)
M.S. in Agricultural Education, Kansas State University, 1968 (Major: Agricultural Education; Minor: Agricultural Engineering)
B.S. in Agricultural Education, Kansas State University, 1958 (Major: Agricultural Education)

Experience:

| | |
|---|---|
| 1973- | Assistant Professor, Division of Vocational and Technical Education College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia |
| 1971-1973 | Administrative Specialist (Assistant Professor), Vocational Education Evaluation Project, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia |
| 1968-1971 | Graduate Teaching Assistant, Institute of Agricultural Technology, College of Agriculture, Michigan State University, East Lansing, Michigan |
| 1967-1968 | Graduate Research Assistant, Kansas Vocational Education Research Coordinating Unit, Topeka, Kansas |
| 1958-1967 | Vocational Agriculture Teacher, Kinsley High School, Kinsley, Kansas |

Competencies and Interests:

Curriculum Development
Educational Program Evaluation
Career Education
Vocational-Technical Education

PROJECT STAFF MEMBER

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Education:

Ph.D., North Carolina State University, 1970 (Major: Human Resource Development; Minor: Systems Engineering)
M.S., North Carolina State University, 1963 (Major: Industrial Psychology; Minor: Statistics)
M.A., University of Madras, 1958 (Major: Psychology; Minor: Psychometrics)

Experience:

| | |
|---|---|
| 1971- | Assistant Professor, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia |
| 1967-1971 | Management Assistant to Director, Center for Occupational Education, North Carolina State University, Raleigh, North Carolina |
| 1963-1967 | Associate Member of Technical Staff, Bell Telephone Laboratories, Murray Hill, New Jersey |
| 1961-1963 | Research Assistant, North Carolina State University, Raleigh, North Carolina |
| 1958-1961 | Research Scholar, Indian Institute of Science, Bangalore, India |

Competencies and Interests:

System Analysis, Development and Evaluation in Education
Program Planning and Budgeting
Computer Applications
Management Science Techniques in Education
Educational Measurement

## RESULTS AND ACCOMPLISHMENTS

Each objective will be discussed separately.

Objective 1.

Analysis of the data received from 35 superintendents and 197 VERS coordinators indicated that VERS must be revised to reduce time and effort on the part of the local personnel and reports should be returned in less time to the localities. A copy of the report of the study is included in Appendix A.

Objective 2.

Several revisions were made in VERS for 1975. These changes were the result of the evaluation survey, suggestions by members of the Divisions of Vocational Education and Educational Research and Statistics and a change in the optical reading equipment available to process the various forms. One major revision is the change from an individual student form at the beginning of school to a class enrollment form. Other changes included designing the follow-up forms to be optically read. A copy of the 1974 TEACHER'S GUIDE which was printed and distributed by this project is included as Appendix B. The 1975 TEACHER'S GUIDE which was developed by this project is included as Appendix C.

Objective 3.

A copy of the report resulting from the state-of-the-art study of manpower demand systems is included in Appendix D.

Objective 4.

The work in a student demand projection system was finalized under this project. There are two major uses of this system: (1) to aid localities in

making student surveys when planning new vocational programs and, (2) to aid in making a reasonable projection of student enrollments each year in existing vocational education programs. The bulletin describing the complete system is included in Appendix E.

Objective 5.

A copy of the Annual Projected Plan for Vocational Education and Preliminary Application for Virginia Vocational Funds for 1975-76 is included in Appendix F.

Objective 6.

A preliminary report (Appendix G) concerning the development of a facility ulitization system was prepared. After review of the model developed by a study funded by the Virginia State Advisory Council on Vocational Education and a change in priorities in the State Department of Education, no further work was done toward the accomplishment of this objective.

Objective 7.

An instrument for gathering data on teacher daily assignments was developed in consultation with members of the Division of Vocational Education, State Department of Education. A copy of the form and instructions are included in Appendix H.

Objective 8.

No progress was made on this objective as the program standards for vocational education to be developed by the Division of Vocational Education, State Department of Education were not finalized during the period of this project.

## EVALUATION

No third party evaluation was required for this project. A continuous evaluation was conducted, however since all work was done in close cooperation with staff members of the Divisions of Vocational Education, and Educational Research and Statistics, State Department of Education.

## CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The following conclusions and recommendations were reached:

1. The Vocational Education Reporting System (VERS) seems to be meeting a portion of the data needs of the Division of Vocational Education, State Department of Education and the local school division. It is recommended that an extensive evaluation of this system be conducted to determine the full extent to which the data needs are being met, especially with respect to the major changes initiated under this project.
2. The follow-up of former students conducted as a part of VERS provides the needed data for the state. However, it seems that the needs of the local school divisions may not be fully met. It is recommended that a study be conducted of the follow-up data needs of localities and procedures incorporated into VERS which will meet those needs.
3. The concept of a management information system is a viable one for vocational education in Virginia. This project expanded this concept, however, much can yet be done to improve the efficiency of the system through further development of VERS and computerization of portions of the planning documents and program standards.

APPENDIX A

REPORT ON ADEQUACY OF VERS INFORMATION

TO LOCALITIES

## Report on Adequacy of VERS Information to Localities

(Prepared by P. S. Vivekanarthan)

Survey instruments were mailed to 130 superintendents and 143 VERS coordinators/directors of all school divisions in Virginia. The cover letter requested them to evaluate the adequacy of information of seven VERS reports. Four rating items were used to evaluate each report.

The seven VERS reports were:

1. Preliminary Enrollment by Service
2. Preliminary Summary of Disadvantaged and Handicapped by Service
3. Preliminary School Enrollment Totals from VERS Form 1.1
4. Final Secondary Enrollment and Completion by Service
5. Final Secondary Disadvantaged, Handicapped by Service
6. Final Adult Enrollment by Service
7. Final Adult Completion by Service.

The four rating items were:

U: Contains very useful information for program planning and/or program evaluation.

I: Information is important for planning and evaluation but it is not in a form which can be readily used in our current planning and evaluation system.

NR: I have seen the report but have not read it.

NS: I have not seen the report.

During six weeks period, completed instruments were received from 35 superintendents and 107 VERS coordinators/directors. Frequency distribution of responses of each group is as follows:

Superintendents (Responded: 35, Total: 130)

| Reports/Ratings | U | I | NR | NS |
|---|---|---|---|---|
| 1 | 18 | 13 | 2 | 1 |
| 2 | 18 | 12 | 2 | 3 |
| 3 | 19 | 8 | 4 | 1 |
| 4 | 17 | 10 | 3 | 1 |
| 5 | 17 | 11 | 1 | 4 |
| 6 | 16 | 11 | 3 | 3 |
| 7 | 15 | 12 | 3 | 3 |

VERS Coordinators/Directors (Responded: 107, Total 143)

| Reports/Ratings | U | I | NR | NS |
|---|---|---|---|---|
| 1 | 68 | 20 | 2 | 10 |
| 2 | 56 | 20 | 5 | 19 |
| 3 | 62 | 24 | 1 | 11 |
| 4 | 57 | 16 | 3 | 21 |
| 5 | 49 | 14 | 6 | 24 |
| 6 | 45 | 12 | 5 | 35 |
| 7 | 46 | 10 | 5 | 35 |

The data show that a majority of superintendents and VERS coordinators indicated that the seven reports were useful in planning and evaluation (U rating item). However, a large number of respondents indicated that the reports were not in the forms that could be readily used at the local level (I rating item). Several respondents also commented that the reports were not useful because they did not receive them in time to prepare the annual update or five-year planning documents. Comments made by the respondents are categorized under three headings and are given below:

Additional Reports Needed:

1. Follow-up results of former vocational education students.
2. Adults follow-up results.
3. Historical enrollment data.
4. Current statistics on employment opportunities.
5. Comparative report on projected enrollment from annual and five-year planning document and actual enrollment.
6. Student's plans of continuing education.
7. FTE data.
8. Comparative enrollment figures across school divisions.

Critical Remarks about VERS

1. The amount of time and effort expanded in VERS is not worth it.
2. Enrollment information is quickly available through VERS T-7.
3. Maybe useful at the State level but not at local level.
4. Reports are useless unless the localities receive in time to prepare annual and five-year planning documents.

Miscellaneous

1. One LEA would like to explore the possibility of copying some of student's background data from their computer tape to a tape that can be used at the State department instead of completing VERS 1.2.
2. Specific clarification on funding procedures related to number of students, teachers and the purchase of equipment.

Based on the survey results, the following recommendations are made:

1. VERS must be revised to cut down effort and time.
2. Enrollment reports taken by teachers and students should be received by the LEAs in time to prepare annual and five-year planning documents.

3. In addition to the seven reports, the following reports are made available.

   a. Man-power Demand Projection Data.

   b. Follow-up Survey Results.

   c. Comparison of Projected Enrollment Figures as Given in the Annual and Five-Year Planning Document and Actual Enrollment Figures as Obtained through VERS.

   d. Historical Enrollment Data broken down by Service and Grade Level, if possible.

APPENDIX B

1974 TEACHER'S GUIDE

# VIRGINIA VOCATIONAL EDUCATION REPORTING SYSTEM

# TEACHER'S GUIDE

Vocational Education Evaluation Project
Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

and

Division of Vocational Education and
Division of Educational Research and Statistics
State Department of Education
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July, 1974

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VIRGINIA VOCATIONAL EDUCATION REPORTING SYSTEM

Introduction and General Information for Teachers

The Vocational Education Reporting System (VERS) was developed by the Vocational Education Evaluation Project staff, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, in cooperation with the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education. VERS is designed to provide the data needed for evaluating, planning, and budgeting vocational education programs in Virginia. In the process of gathering these data, VERS will reduce the reporting tasks of teachers, provide a uniform information collection procedure across all vocational services, and provide more accurate data. The operation of the system is under the supervision of the Coordinator of Vocational Education Research and Statistical Information, State Department of Education. This individual works with VERS coordinators in each school division of the State. All data processing is done in the Division of Educational Research and Statistics, State Department of Education.

Eight data collection instruments are used in VERS: Virginia Vocational Education Student Enrollment Form, VERS 1.2; Virginia Vocational Education Adult Enrollment Form, VERS 2.2A and 2.2B; Virginia Vocational Education Program Termination or Completion Form, VERS 3.1; Virginia Vocational Education Follow-Up Form, VERS 4.2; Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.2A and 5.2B; and the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.1.

VERS forms have been extensively revised. Destroy all forms you may have from the past school year.

Virginia Vocational Education Student Enrollment Form, VERS 1.2

This student enrollment form is designed to obtain information about vocational students and vocational programs. Information from this form will be used for funding of vocational education programs. You will receive copies of the form from the Virginia Vocational Education Reporting System coordinator in your school or school division. The forms are to be completed by your students during class on or about September 30. If you enroll a new student after September 30, submit a VERS 1.2 form on that student to your school or division coordinator immediately. Included in this guide is a complete script for your use in explaining the form to your students.

Virginia Vocational Education Adult Enrollment Form, VERS 2.2A and 2.2B

The VERS 2.2A form (blue color) is used to collect summary enrollment information about students in reimbursed adult vocational programs. Information from this form will be used for funding of adult vocational education programs. It will be sent to the individual in each school division designated to handle reimbursement for adult vocational programs. This individual will distribute copies to you for completion at the conclusion of each adult course. The completed forms will then be collected by the same individual and mailed to the appropriate state supervisor.

The VERS 2.2B form (magenta color) will be distributed by the VERS coordinator to those of you who are teaching vocational education courses which are not reimbursed by state vocational education funds. Do not complete the forms for adult classes that are not considered vocational education. The VERS coordinator will collect and mail the completed forms for non-reimbursed courses to the Coordinator of Vocational Education Research and Statistical Information.

Virginia Vocational Education Program Termination or Completion Form, VERS 3.1

The information from the VERS 1.2 forms will be stored on computer tape and will be continually updated as additional VERS 1.2 forms are submitted on new students. The Virginia Vocational Education Program Termination or Completion Form, VERS 3.1, is a computer printout. It contains the names, identification numbers, and O.E. Codes for all students for whom a VERS 1.2 form has been submitted during the year. In addition, VERS 3.1 will contain four items to be checked relative to the status of the students. You will receive the VERS 3.1 form from the VERS coordinator in your school or school division in May. After you have made the checks, the form is to be returned to your coordinator before May 31.

Virginia Vocational Education Follow-Up Forms

The secondary students to be followed-up will be identified on the basis of the VERS 3.1 forms. They will complete the Virginia Vocational Education Follow-Up Form, VERS 4.2. Information from the VERS 5.2A and 5.2B forms will be used to identify the adult preparatory students to be followed-up. The adult students will complete the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.1. The follow-ups will be conducted directly with the former students, thus relieving you of the responsibility of following up students for reporting purposes.

Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.2A and 5.2B

The student completion forms are designed to collect individual data about students who have fulfilled the requirements for completion of adult preparatory programs. These data are collected in order that a follow-up may be conducted directly with the former adult students. The VERS 5.2A form (aqua color) is for students completing reimbursed adult preparatory programs. The VERS 5.2B form (purple color) is for students completing adult preparatory programs not reimbursed by state vocational education funds. A complete script is included in this guide for your use in explaining the form to your students.

VIRGINIA VOCATIONAL EDUCATION
STUDENT ENROLLMENT FORM, VERS 1.2

INSTRUCTIONS FOR TEACHERS

1. This form is to be completed by students on or about September 30. Students who are absent on that day should complete the form as soon as they return to class. If new students enroll after September 30, submit forms on them to your school or division VERS coordinator immediately.

2. A form should be completed for each course in which the student is enrolled. This is a change from procedures in past years.

3. On the day before you plan to use the form, ask the students to:

   a. bring a soft lead pencil (#2 preferred) to use in filling out the form.

   b. know their zip code.

   c. bring their social security number if they have one.

4. If some students do not have their zip code or social security number on the day the forms are completed, keep their forms separate and have the students fill in the missing information the following day.

5. Please study the teacher's script included in this guide. It is written so that you may read it verbatim to your classes. Several items in the script contain blanks. Fill in the blanks provided in items 1, 2, 12, 13, 15, 18, 19, 20 and 22 before class. Use your judgment as to the method of presentation.

6. Students taking a course in another school, such as a vocational center, should use the codes for the school where the course is offered (items 18 and 19), as well as the code for their home high school division (item 21).

7. Listings of special codes which you will need are included in the Appendices of this guide.

   Appendix A: O. E. Codes (U. S. Office of Education Codes)

   Appendix B: Vocational Education Course Codes

   Appendix C: Division Codes

8. The form VERS 1.2 should be completed by all vocational students in all approved courses, except as follows:

   a. Business education: the form should be completed only by those students who are in a vocational business course or who are enrolled in general business or beginning typewriting courses with plans to continue in the vocational business program.

   b. Industrial arts: the form should be completed only by those students enrolled in the courses listed on the Vocational Education Course Codes list in Appendix B of this guide.

# VIRGINIA VOCATIONAL EDUCATION STUDENT ENROLLMENT FORM VERS 1.2

1. SCHOOL NAME

2. COURSE NAME

3. LAST NAME - FIRST NAME - MIDDLE INITIAL

4. STREET ADDRESS; P.O. BOX, or ROUTE & BOX

5. CITY, TOWN, or POST OFFICE

6. STATE

VA NC
DC TN
KY WV
MD

7. ZIP CODE

8. AGE

21. HOME DIV. CODE

22. TCHR CODE

9. SOCIAL SECURITY NUMBER

MARK HERE IF NO SOCIAL SECURITY NUMBER

10. ETHNIC GROUP

AMERICAN INDIAN
NEGRO OR BLACK
SPANISH AMERICAN
ORIENTAL
CAUCASIAN OR OTHER

11. NUMBER OF COURSES ENROLLED IN THIS PROGRAM

12. NO. PERIODS IN THIS COURSE EACH DAY

13. MINUTES PER PERIOD

14. MARK HERE IF MODULAR SCHEDULE

15. LENGTH OF COURSE IN WEEKS

16. SEX

MALE
FEMALE

17. GRADE

BELOW 7 10
7 11
8 12
9 UNGR

18. DIV. CODE

19. SCHOOL CODE

20. COURSE CODE

23. O.E. CODE

24. FOR INSTRUCTORS ONLY

A YES NO
B YES NO
C YES NO
D YES NO
E YES NO
F YES NO
G YES NO

IF B ANSWERED YES, MARK TYPE:
PART B
PART 102 B
PART G

30/31

# DIRECTIONS FOR STUDENTS
# FORM VERS 1.2

## Virginia Vocational Education
## Student Enrollment Form

SAMPLE MARKS

USE A NUMBER 2 PENCIL ONLY.

DO NOT FOLD OR STAPLE.

| 0 | 2 | 4 | 6 |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |

THE INSTRUCTOR SHOULD REFER TO THE VERS TEACHER'S GUIDE IN AIDING THE STUDENT TO COMPLETE THE FORM.

A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.

B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.

C. Examples for completing student's name and address:

Student's Name – Enter last name beginning first letter in first box. Leave an empty box after final letter of last name, do not blacken any space below the empty box. Begin first name in box immediately after the empty box. Leave an empty box after the first name. Write middle initial in box immediately after empty box. It is important that middle initial be included in name. In some cases the first name will have to be abbreviated to allow space for the middle initial.

Example: William M. Jones, Jr.

| J | O | N | E | S | | W | | M | | J | R | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Mary Q. Public

| P | U | B | L | I | C | | M | A | R | Y | | Q | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Student's Address – Street Address, P.O. Box Number, or box and route number. Abbreviate when necessary, especially words such as West – W; Road – R; P.O. Box – POB or B; Rural Route – RR or RFD. Leave an empty box between sets of numbers or words.

Example: 1254 West Davenport

| 1 | 2 | 5 | 4 | | W | | D | A | V | E | N | P | O | R | T | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Box 125, RFD 5

| B | O | X | | 1 | 2 | 5 | | R | F | D | | 5 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

VIRGINIA VOCATIONAL EDUCATION STUDENT ENROLLMENT FORM, VERS 1.2

TEACHER'S SCRIPT FOR GIVING
INSTRUCTIONS TO STUDENTS

Information from this form is used for determining the amount of state funds to be reimbursed to your school division for vocational education programs. Errors will affect the amount of dollars coming to your school division; therefore, all items should be accurately completed.

*Script type may be read to the students;* regular type is instructions or explanations provided for your benefit.

Write answers to items 1, 2, 12, 13, 15, 18, 19, 20, and 22 on chalkboard. As class begins, be sure all students have soft lead pencils. Ball point pens cannot be used.

Information from items 11, 12, 13, 14, 15, and 24 is extremely important for use in determining funding for each school division.

*We have been asked by the State Department of Education to complete a student enrollment form today. This school division receives state and federal funds to help finance its vocational programs. In order for the State Department of Education in Richmond and the U. S. Office of Education in Washington, D. C. to plan and budget for vocational education, they must have certain information concerning the students enrolled in the programs throughout the state. The information you are being asked to give may be available but not necessarily in the form needed by these agencies. It is important that you fill out the form correctly today because the information on it will be used to contact many of you approximately six months after you graduate from high school. At that time you will receive a questionnaire asking for information such as your present job, where you work, kind of skills you are using, etc. I encourage you to complete the form when it arrives and return it. The information will be valuable for improving vocational programs in the future in this school as well as across the state.*

Pass out the forms. *If you are enrolled in other vocational courses, you will be completing a copy of this form in those courses also. As you receive the form, read the brief directions on the back of the form and notice the sample marks in the upper right-hand corner. Be sure to mark the form as shown. DO NOT MAKE DOTS OR CIRCLES. MAKE ONLY ONE MARK IN EACH COLUMN. DO NOT EXTEND A MARK INTO AN ADJACENT COLUMN. As you code the form, be especially careful not to interchange the O and Q. If you make an error, be sure to erase it completely.*

Item 1 - School Name

*The proper name for this school is* _____.
*Print the name in item* 1 *as it appears on the board.*

Item 2 - Course Name

*Item 2 is the name of this course. Print in* _____ *just as it is on the board.* Many course names are long, so abbreviate. Use the Vocational Education Course Codes list (Appendix B) to determine the proper name. Do not use the course code number in item 2, but make note of it for use in item 20.

Item 3 - Student's Name

*Item 3 is your name. Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial.* Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. *After you have printed your complete name, blacken the space corresponding to each letter of your*

*name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any space below the empty boxes.* Students not familiar with this type of optical scanning form should be warned to be careful to stay within the small brackets on either side of the letters or numbers and not to interchange the letters O and Q.

Item 4 - Permanent Street Address, P. O. Box, or Route and Box

*Item 4 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. Those forms will be sent to the address given in item 4. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct space in the columns below the letters or numbers in the address.*

Item 5 and 6 - City, Town, or Post Office and State

*Items 5 and 6 are the city, town or post office and state in which your mail is received. Print the city name in item 5 and then blacken in the space corresponding to each letter. Indicate the state in item 6 by marking the space corresponding to the correct state.*

Item 7 - Zip Code

*The zip code is item 7. Be sure to put in the correct code number and then blacken the spaces below.*

Item 8 - Age

*Age is item 8. This is your age as of September 30. Write in your age and blacken the proper space below each number.*

Item 9 - Social Security Number

*Item 9 calls for your social security number. This will be used for identification purposes only. If you do not have a number, blacken in the space at the bottom of the section where it says "Mark here if no social security number." Enter only the numbers, do not put in the hyphens. Do not skip any spaces in the number. Blacken in the proper space below each number.* Remember, social security numbers are on driver's licenses and may be on other identification cards. If some students do not want to give their social security number, tell them to mark "no social security number."

Item 10 - Ethnic Group

*Item 10 is ethnic group. If you consider yourself to be of American Indian origin mark American Indian.* Please note that the first category is for American Indians and not Americans in general. *If you consider yourself of African or Negroid origin mark Negro or Black. Students who consider themselves to be of Spanish speaking origin, such as Mexican, Puerto Rican, Central American, Cuban, or Latin American, should mark Spanish American. Those students considering themselves Chinese, Japanese, or other Oriental origin should mark Oriental. Those of you who consider yourself Caucasians or of another ethnic group not previously mentioned should mark Caucasian or Other.* Some students may not wish to indicate their ethnic group. Do not insist that this item be completed by the students. It should be completed by teachers if not completed by the students.

Item 11 - Number of Courses Enrolled in from this Program (Vocational Service)

*Indicate the number of courses you are taking in this vocational education service.* A student marks the number of courses he/she is taking in the particular vocational education service. For example, if a student has enrolled in Trade and Industrial Education and is taking Welding I and Metal Trades I, he/she will mark 2.

Caution: A student does not count the courses he/she is taking outside the particular vocational education service. For example, if the student is taking a Business course as well as Trade and Industrial courses, the total should not include the Business course, which is outside the particular service being considered. You as the teacher will know the number of courses in your vocational education service in which each student is enrolled; therefore, you can supply this information to the student.

Item 12 - Number of Periods in this Course Each Day

*For item 12, fill in* _____. *This is the number of periods you are in this course each day.* If this course uses modular scheduling, students should not complete item 12.

For cooperative students: the number of periods in a course each day is based on the number of periods in class daily plus the number of released periods from the school for on-the-job training. For example: a cooperative education student in Stenography II for two periods a day, and released two periods for on-the-job training, will report four periods.

Item 13 - Minutes Per Period

*In item 13, fill in the number* _____. *This is the number of minutes the course meets per period.* Include instructional time and a reasonable amount of time for changing classes. If this course uses modular scheduling, students should not complete item 13.

Item 14 - Modular Scheduling

If this course is on a modular schedule, ask the students to blacken the space in item 14. If this course is not on the modular schedule, ask them to omit item 14.

Item 15 - Length of Course in Weeks

*For item 15, fill in the number ___. This is the total number of weeks the course meets in the school year.* The total number of weeks should not exceed a maximum of thirty-six. Courses meeting for seven, eight, or nine weeks should be marked as ten; courses meeting for seventeen, eighteen or nineteen weeks should be marked as twenty; and courses meeting for twenty-seven, twenty-eight, or twenty-nine weeks should be marked as thirty.

Item 16 - Sex

*Blacken the space corresponding to your sex in item 16.*

Item 17 - Grade

*For item 17, mark your grade in school.* This is the student's actual grade and not the grade for which your course is normally offered.

Item 18 - Division Code

*I have written on the chalkboard the code for the division where your classes are located. Enter _____ in item 18 and blacken in the proper space below each number.* Obtain the division number from the list of Division Codes included in Appendix C of this guide.

Item 19 - School Code

*In item 19, enter _____ as shown on the board and blacken in the proper space below each number.* Obtain the school code from the VERS coordinator for your division.

Item 20 - Course Code

*I have put the course code to be entered in item 20 on the board. The number is _____. Remember to blacken in the proper space in each column.* The course code corresponds to the course name used in item 2. Use the Vocational Education Course Code List (Appendix B)--no other codes can be accepted.

Item 21 - Home Division Code

*Fill in the division code of your home school division.* Obtain the appropriate division codes from the list of Division Codes in Appendix C of this guide. If a student's home school division is the same school division where the vocational education courses are offered, his home school division code (item 21) is the same as in item 18.

Item 22 - Teacher Code

*This item provides a way to identify individual teachers in this school. My code number is* _____. Use the code number assigned to you by the Virginia Vocational Education Reporting System coordinator in your school or school division.

Item 23 - O. E. Code

*Item 23 is the Office of Education code. This code refers to the occupation for which you are being trained.* Obtain the code numbers from the list of O. E. Codes (Appendix A) and write them on the board. Students in a given class of business education, distributive education, or ICT may have different codes, but all should be within the same vocational service. For exploratory or orientation courses, be sure to use the code for your service area. Use only the codes listed.

*This completes your section of the form. Take a minute now to be sure you have made a code mark in the proper space corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column.*

*I will complete item 24. It deals with some additional information about this class.*

If all of the students in the class are the same, relative to the questions in item 24, it will save you time to have the students complete item 24 also.

Item 24 - For Instructors Only:

Be sure to answer with a Yes or No to each of the questions A through F, and select the correct response for section G.

A. Is this student considered disadvantaged? (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

Disadvantaged: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

B. Is the program in which this student is participating specially designed for disadvantaged students?

C. Is this student considered handicapped? (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped.

D. Is the program in which this student is participating specially designed for handicapped students?

E. Is this student participating in a co-op program related to your vocational service? (This does not apply to industrial arts and consumer and homemaking courses.)

F. Is this an exploratory, or orientation course?

Exploratory, or orientation courses are designated with an asterisk in the Vocational Education Course Codes list in Appendix B of this guide.

G. If question E is answered yes, indicate whether the type of funding is Part B, Part 102 B, or Part G. This information is given on the approved application received by the project director. If you do not have this information, check with your vocational director or your division superintendent's office.

Return completed forms to the Virginia Vocational Education Reporting System Coordinator in your school or school division

# VIRGINIA VOCATIONAL EDUCATION
# ADULT ENROLLMENT FORM - VERS 2.2A and 2.2B

## INSTRUCTIONS FOR TEACHERS

The Virginia Vocational Education Adult Enrollment Form is used to collect summary enrollment information about students in adult vocational education programs. Two variations of the form, VERS 2.2A (blue color) and VERS 2.2B (magenta color), are used to collect the required enrollment data.

### Reimbursed Adult Vocational Education Programs - VERS 2.2A

The form, VERS 2.2A (blue color), is used for adult classes for which the preliminary applications for reimbursement have been approved by the appropriate state supervisor. Information from VERS 2.2A is used for determining the amount of funds for adult vocational education programs in your school division. Errors will affect the amount of dollars coming to your school division; therefore, all items should be accurately completed. Complete and return the VERS 2.2A forms to the person designated to handle reimbursement for adult vocational eduction programs in your school division at the conclusion of each course. This individual will send the completed forms along with the requests for reimbursement to the appropriate state supervisor.

### Non-reimbursed Adult Programs - VERS 2.2B

Form VERS 2.2B (magenta color) is used for adult programs for which reimbursement from state vocational funds has not been requested or approved. Information from VERS 2.2B is used for reporting to the U. S. Office of Education. Accuracy is essential. Complete the VERS 2.2B forms at the conclusion of each course and return them to your local VERS coordinator.

## Instructions for Completing VERS 2.2A and 2.2B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

A separate form is to be completed by you at the conclusion of each adult preparatory, adult supplementary and/or apprenticeship program. For purposes of these forms, a student is any person who enrolls in a program. Listed below these instructions are definitions of the adult programs.

If there are more than four different O.E. Codes for a course, it will be necessary to complete an additional form(s). A listing of O.E. Codes is included in Appendix A. Use only the codes listed.

If there are more than 99 students enrolled in one course, it will be necessary to complete a form for the first 99 students and additional form(s) for those over 99.

Listed below are item by item instructions for completing both VERS 2.2A and VERS 2.2B.

1. Teacher's Name - Enter full name of the principal class instructor.

2. Location - Give name of school, industry, or other place where classes were taught.

3. Course Name - Give course title.

4. Division Code - Give three-digit code for the school division where the class was located.

5. School Code - If the class was located at a school, give the four-digit code for that school. The school code may be obtained from the VERS coordinator or the office of the school principal. If not located at a school, enter the number 9999.

6. Total O. E. Codes - Give the total different O. E. Codes for the class. For example, if the total is eight, enter 08.

7. Form Number - Indicate the sequence number of the forms. For example, if there are eight different O. E. Codes in a class, two VERS 2.2 forms should be submitted. Item 7 should be marked "1" on the first form and "2" on the second.

8. Teacher's Social Security Number - Enter the social security number of the class instructor named in item 1.

9. Current Employment Status - Report the total students who are employed and the total who are not employed at the time the report is completed.

10. Program Type - Indicate whether the adult program is preparatory, supplementary, or apprenticeship.

11. Reason for Program Offering - Choose the most appropriate reason for the program offering.

12. Total Sessions - Give the total number of class sessions.

13. Hours Per Session - Give the length of time per class session to the closest hour.

14. First O. E. Code - Give the first O. E. Code to be listed on this form.

For items 15-19, indicate the number of students for the first O. E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

20. Second O. E. Code - If there is more than one O. E. Code to be listed on this form, enter the second code in item 20.

For items 21-25, indicate the number of students for the second O. E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

26. Third O. E. Code - If there is a third O. E. Code to be listed on this form, enter it in item 26.

For items 27-31, indicate the number of students for the third O. E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

32. Fourth O. E. Code - If there is a fourth O. E. Code to be listed on this form, enter it in item 32.

For items 33-37, indicate the number of students for the fourth O. E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

Definitions

Adult Preparatory Program - A program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation.

Adult Supplementary Program - A program designed to provide training for persons who have already entered the labor market and need training to be updated, or upgraded to achieve stability or advancement in their current employment (consumer and homemaking classes and Young Homemakers of America are included in this classification).

Adult Apprenticeship Program - Occupational training undertaken by a trade or industry in cooperation with a public school for high school graduates only. Student works under a written agreement and is paid a graduated percentage of the journeyman wage while in training.

Regular Students - Persons who are neither disadvantaged nor handicapped.

Disadvantaged Students - Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

Handicapped Students - Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

O. E. Code - Refers to the career objective for which the student is trained. Determine the proper O. E. Code number from Appendix A of this guide.

Division of Vocational Education
State Department of Education
Richmond, VA 23216

# VIRGINIA VOCATIONAL EDUCATION
# ADULT ENROLLMENT FORM VERS 2.2A
(For Reimbursed Courses)

1. TEACHER'S NAME

2. LOCATION

3. COURSE NAME

4. DIV. CODE

5. SCHOOL CODE

6. TOTAL O.E. CODES

7. FORM NO.

8. TEACHER'S SOCIAL SECURITY NO.

9. CURR. EMPL. STATUS
- TOTAL EMPLOYED
- TOTAL NOT EMPLOYED

10. PROGRAM TYPE
- PREPARATORY
- SUPPLEMENTARY
- APPRENTICESHIP

11. REASON FOR PROGRAM OFFERING
- STANDARD COURSE
- REQUESTED BY LOCAL EMPLOYERS
- REQUESTED BY LOCAL EMPLOYEES
- REQUESTED BY UNEMPLOYED PERSONS
- REQUESTED BY ADULT ED. STAFF OR ADVISORY COMM.
- COMMUNITY SURVEY INDICATED NEED

12. TOTAL SESSIONS

13. HRS. PER SESSION

14. FIRST O.E. CODE

15. MALES

16. FEMALES

17. REG.

18. DIS.

19. HAN.

20. SECOND O.E. CODE

21. MALES

22. FEMALES

23. REG.

24. DIS.

25. HAN.

26. THIRD O.E. CODE

27. MALES

28. FEMALES

29. REG.

30. DIS.

31. HAN.

32. FOURTH O.E. CODE

33. MALES

34. FEMALES

35. REG.

36. DIS.

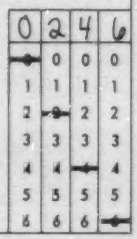
37. HAN.

44/45

SAMPLE MARKS

USE A NUMBER
2 PENCIL ONLY

DO NOT FOLD
OR STAPLE




# DIRECTIONS FOR TEACHERS
# REPORT FORM VERS 2.2A

## Virginia Vocational Education
## Adult Enrollment Form

A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.

B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.

C. Refer to the Virginia Vocational Education Reporting System Teacher's Guide for all VERS 2.2 Form item explanations and definitions.

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

# VIRGINIA VOCATIONAL EDUCATION
# ADULT ENROLLMENT FORM VERS 2.2B
(For Non-Reimbursed Programs)

1. TEACHER'S NAME

2. LOCATION

3. COURSE NAME

4. DIV. CODE

5. SCHOOL CODE

6. TOTAL O.E. CODES

7. FORM NO.

8. TEACHER'S SOCIAL SECURITY NO.

9. CURR. EMPL. STATUS
- TOTAL EMPLOYED
- TOTAL NOT EMPLOYED

10. PROGRAM TYPE
- PREPARATORY
- SUPPLEMENTARY
- APPRENTICESHIP

11. REASON FOR PROGRAM OFFERING
- STANDARD COURSE
- REQUESTED BY LOCAL EMPLOYERS
- REQUESTED BY LOCAL EMPLOYEES
- REQUESTED BY UNEMPLOYED PERSONS
- REQUESTED BY ADULT ED. STAFF OR ADVISORY COMM.
- COMMUNITY SURVEY INDICATED NEED

12. TOTAL SESSIONS

13. HRS. PER SESSION

14. FIRST O.E. CODE

15. MALES

16. FEMALES

17. REG.

18. DIS.

19. HAN.

20. SECOND O.E. CODE

21. MALES

22. FEMALES

23. REG.

24. DIS.

25. HAN.

26. THIRD O.E. CODE

27. MALES

28. FEMALES

29. REG.

30. DIS.

31. HAN.

32. FOURTH O.E. CODE

33. MALES

34. FEMALES

35. REG.

36. DIS.

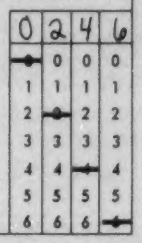
37. HAN.

4/7/78

SAMPLE MARKS

USE A NUMBER
2 PENCIL ONLY

DO NOT FOLD
OR STAPLE




# DIRECTIONS FOR TEACHERS
# REPORT FORM VERS 2.2B

## Virginia Vocational Education
## Adult Enrollment Form

A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.

B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.

C. Refer to the Virginia Vocational Education Reporting System Teacher's Guide for all VERS 2.2 Form item explanations and definitions.

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

# VIRGINIA VOCATIONAL EDUCATION
# PROGRAM TERMINATION OR COMPLETION FORM, VERS 3.1

## INSTRUCTIONS FOR TEACHERS

The VERS 3.1 form is a computer printout which indicates the name, identification number, and O.E. Code for each student for whom a VERS 1.2 form (Virginia Vocational Education Student Enrollment Form) has been submitted. The Virginia Vocational Education Reporting System coordinator in your school or school division will distribute the VERS 3.1 form to you in May. After checking the form as outlined below, you are to return it to your coordinator by May 31.

Specific Instruction for VERS 3.1

1. Upon receipt of the VERS 3.1 form, make the following checks for errors:

   A. A student's name should appear in the listing for each course in which the student is enrolled. If an enrollee is not listed, a VERS 1.2 form should be completed for the appropriate course. Do not add these names to the listing.
   B. Mark through students' names if they were never enrolled. Instructions for indicating students who terminated enrollment for any reason are given in item 2 below. Do not mark out students' names if they were enrolled in the course at some time during the year.
   C. Check for errors in spelling of the students' names, making corrections directly on the list.
   D. There is no need to check social security numbers. Either a student has given a social security number or an identification number has been generated for the student.

2. At the right of the VERS 3.1 form are four columns for indicating the Termination or Completion Codes. You are to complete as many of these as are applicable to each student using the codes on the following pages. At the end of these instructions you will find the requirements for program completion and the definition of related field or occupation. These are provided to assist you in completing items I and III, respectively. Do not complete the four Termination or Completion Code columns (I, II, III, IV) for the following categories of students:

   1. students who plan to re-enroll in your vocational service next year.
   2. students in exploratory or orientation courses.
   3. students in industrial arts courses.
   4. students enrolled in courses offered in grade 9 or below, except those students completing Homemaking I at the 8th grade level and Homemaking II at the 9th grade level.

# TERMINATION OR COMPLETION CODES

## Item I - Educational Status

Enter under the column titled "Item I - Educational Status" the capital letter corresponding to the one statement below which properly describes the educational status of the student and then follow the instructions given at the end of that item.

A. Will complete the program requirements and graduate this year. (Give graduation date in Item II, disregard Items III and IV.)

B. Will complete the program requirements this year, but will not graduate. (Give expected graduation date in Item II, disregard Items III and IV.)

C. Completed the program requirements but withdrew from school without graduating. (Disregard Items II, III, and IV.)

D. Has not completed the program requirements but will graduate this year. (Give graduation date in Item II and complete Item III, disregard Item IV.)

E. Withdrew from the program prior to completing the requirements and remained in this school. (Answer Item IV, disregard Items II and III.)

F. Withdrew from the program prior to completing the requirements and withdrew from this school. (Answer Items III and IV, disregard Item II.)

## Item II - Graduation Date (for A, B or D only)

(This item is to be answered only if A, B or D was given as the response to Item I.)

Give the month and year of graduation.

## Item III - Employment Status (for D or F only)

(This item is to be answered only if D or F was given as the response to Item I.)

Enter under the column titled "Item III - Employment Status" the numeral corresponding to the one statement below which properly describes the employment status of the student.

1. Employed in field of training.
2. Employed in field related to training.
3. Employed in non-related field.
4. Unemployed.
5. Still in school.
6. Status unknown.

Item IV - Reason for Withdrawal (for E or F only)

(This item is to be answered only if E or F was given as the response to Item I.)

Enter under the column titled "Item IV - Reason for Withdrawal" the numeral corresponding to the one statement below which properly describes the MAJOR reason for withdrawal from the program.

1. Transferred to another school.
2. Transferred to another vocational program in this school.
3. Entered military service.
4. Encountered academic difficulty.
5. Encountered financial difficulty.
6. Encountered social, emotional, or personal difficulty.
7. Developed physical disability or illness.
8. Other reason (specify) _____.
9. Reason unknown.

Return the VERS 3.1 form to the Virginia Vocational Education Reporting System coordinator in your school or school division by May 31.

Requirements for Program Completion at the Secondary Level (use for Item I)

Agricultural Education: Students completing three or more years of instruction in agricultural education (in area vocational centers with one-half day programs, students completing two years of instruction).

or

Students leaving school prior to normal completion of instruction who are employed full-time in the field of training or a closely related field.

Business Education: Seniors completing the vocational instruction in the eleventh and/or twelfth grade for secretarial, stenographic occupations; typewriting and related occupations; data processing occupations; filing, general clerical, office machines operator occupations; or clerical accounting occupations.

or

Students graduating or withdrawing from school prior to completing the required sequence who are employed full-time in the field of training or a closely related field.

Distributive Education: Students completing the requirements of any distributive education course and either graduating from high school or leaving school at the end of the year without graduating.

or

Students leaving school prior to normal completion of a distributive education course who are employed full-time in the field of training or a closely related field.

Home Economics Education

Occupational Home Economics: Students completing the requirements of a course of one or more years duration and graduating from high school or leaving school prior to graduation.

or

Students leaving school prior to normal completion of a course of one or more years duration who are employed full-time in the field of training or a closely related field.

Consumer and Homemaking: Students completing two years of instruction or completing the senior Homemaking--Family Living course.

Trade and Industrial Education: Students completing the vocational program requirements and either graduating from high school or leaving school prior to graduation.

or

Students leaving school prior to completing the vocational program requirements who are employed full-time in the field of training or a closely related field.

Definition of Related Field or Occupation (use for Item III)

An occupation involving the use of part of the skills and knowledge learned while pursuing training for a specific occupation or cluster of occupations.

Examples:

1. person trained in agricultural machinery who uses his mechanical skills learned in the agriculture mechanics laboratory for employment in a factory as a machinery maintenance worker.

2. person trained as auto mechanic but goes to work as a maintenance mechanic in some industry.

3. person is employed in a distributive job, but in a different O. E. business classification than that for which he was trained; i.e., student trained for hardware field (04.09) but now employed in automotive field (04.03).

4. person trained in accounting but goes to work as a salesman in a store specializing in business and office machines.

5. person trained in occupational clothing services but goes to work in a clothing store as a salesperson.

VIRGINIA VOCATIONAL EDUCATION PROGRAM TERMINATION OR COMPLETION FORM VERS-3.1
APRIL, 1974



SCHOOL NAME COVINGTON HIGH
DIVISION-SCHOOL NUMBER 107-0350
SERVICE DISTRIBUTIVE EDUCATION
COURSE NAME OE I PREPARATORY GRADE 10
COURSE NUMBER 8110
TEACHER CODE 37

| NAME | IDENTIFICATION NUMBER | OE-CODE | ITEM I EDUCATIONAL STATUS | ITEM II GRADUATION DATE *FOR A,B,D ONLY* | ITEM III EMPLOYMENT STATUS *FOR D,F ONLY* | ITEM IV REASON FOR WITHDRAWAL *FOR E,F ONLY* |
|---|---|---|---|---|---|---|
| BIGGS ALMA L | 999-11-8240 | 040800 | * | * | * | * |
| BOGUESS SHERRY L | 223-86-2915 | 040700 | * | * | * | * |
| CARTER CAROL R | 223-86-3271 | 049900 | * | * | * | * |
| CASH EARL M JR | 225-90-7855 | 041600 | * | * | * | * |
| CLARK WALLACE H | 229-70-6705 | 041000 | * | * | * | * |
| FURLONG CECIL R | 999-15-1409 | 040600 | * | * | * | * |
| GIBSON KATHY S | 999-15-2140 | 040800 | * | * | * | * |
| GIBSON DEBRA L | 999-15-2172 | 040700 | * | * | * | * |
| HALSEY DAVID W | 224-88-4633 | 041600 | * | * | * | * |
| HARTE RSARA L | 999-15-5388 | 040800 | * | * | * | * |
| HIGGINS KATHY L | 230-92-5682 | 040800 | * | * | * | * |
| JENKINS JAMES M | 999-15-9216 | 041600 | * | * | * | * |
| LESLIE A LAWSON | 230-90-9825 | 040800 | * | * | * | * |
| MILLER DERRICK R | 231-92-7046 | 040100 | * | * | * | * |
| PLEASANT STEVEN D | 225-90-7899 | 040800 | * | * | * | * |
| PLOTT JACKIE W | 228-92-2517 | 041600 | * | * | * | * |
| SIMMONS KATHY M | 226-96-0105 | 040800 | * | * | * | * |
| TOOMBS RONNIE R | 999-21-1842 | 041000 | * | * | * | * |
| UARICH LINDA M | 224-88-2671 | 041800 | * | * | * | * |
| WEESE ROBBIE W | 229-94-6882 | 040600 | * | * | * | * |



54/55

VIRGINIA VOCATIONAL EDUCATION
ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.2A AND VERS 5.2B

INSTRUCTIONS FOR TEACHERS

These forms are to be completed by students who have fulfilled the requirements for completion of an adult preparatory program. Listed below are definitions of program completions for each vocational service and the instructions for completing the form.

Requirements for Program Completion at the Adult Level

Business Education A student who has finished the sequence of courses for one of the preparatory occupational programs.

or

A student who has met the requirements of the most advanced course in typewriting and completed one additional course in office education.

Distributive Education A person who earns the certificate or diploma granted at the completion of the following: (1) a single course of ten hours or more in length in the DE preparatory adult program ("Training for Part-Time Employment" course is excluded), or (2) all required course hours in DE preparatory adult diploma program.

Home Economics Education A student who completes the requirements of any approvable course in occupational home economics.

Trade and Industrial Education A student who completes a preparatory program consisting of a unit or a series of units of combined classroom and shop learning experiences or practical work experiences satisfying the requirements of a vocational objective leading to employment.

Instructions for Completing
VERS 5.2A and 5.2B

VERS 5.2A - Students Completing Reimbursed Adult Preparatory Programs

The form VERS 5.2A (aqua color) is to be completed by students as they conclude a reimbursed adult preparatory program. You should obtain copies of the form from the individual designated to handle reimbursement for adult vocational education programs in your school division. After the student completes the form, return it to the same individual. He will send the form to the appropriate state supervisor.

VERS 5.2B - Students Completing Non-Reimbursed Adult Preparatory Programs

The form VERS 5.2B (purple color) is to be completed by students as they conclude a non-reimbursed adult preparatory program. You should obtain copies of the form from your local VERS coordinator. After the student completes the form, return it to the VERS coordinator. He will send the form to the state office for tabulation.

Item by Item Script
for VERS 5.2A and 5.2B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

*Portions of the following instructions are written in script form for your convenience in reading to the student.* The portions in regular type are instructions or explanations for your benefit.

After each student has a copy of the form, allow him time to read the instructions on the back of the form.

1. Teacher's Name - *Enter full name of the principal class instructor.*
2. Location - *Give name of school, industry, or other place where classes were taught.*
3. Student's Name - *Enter your last name, first name, and middle initial as indicated by instructions on the reverse side of the form.* Students having titles in their names, such as Junior, should place the abbreviation for the title after the middle initial.
4. Address - *Give the permanent street address. Someone should be living at this address who will always know where to contact you, since you may be contacted for follow-up information.* Refer to instructions on the reverse side of the form.

5-6. City and State - *Give the city, town, or post office and state in which your mail is received.*

7. Zip Code - *Enter the correct code number.*

8. Phone Number - *Give your permanent home telephone number.*

9. Social Security Number - *Enter your social security number. If you do not have a number, fill in the box for "No Social Security Number".*

10. Sex - *Fill in the space corresponding to your sex.*

11. Age - *Select the range which includes your age.*

12. Current Employment Status - *Indicate the categories that describe your current status.*

13. Highest Year of Education - *Give the level of your highest year of education.*

14. Division Code - *The code for this school division is _____.* Give the three-digit code for the school division where the classes were located. Obtain the division code numbers from the list of Division Codes in Appendix C.

15. Home Division Code - *If the division code in item 14 is not the code for your home division, fill in your home division code, otherwise omit this item.* Provide when necessary the home division code numbers to the students.

16. O. E. Code - *Give the six-digit code referring to the career objective for which you are being trained in this program.* A list of O. E. codes is provided in Appendix A. Choose the appropriate code from the list--no other codes can be accepted.

17. Start/End Dates of Your Program - *Mark the month and year that your program began and the month and year that your program was completed.*

Item 18 should be completed by the instructor. Answer with a YES or NO to each of the following questions:

A. Is this student considered disadvantaged? (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also.)

Disadvantaged: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

B. Is the program in which this student is participating specially designed for disadvantaged students?

C. Is this student considered handicapped? (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also.)

Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped.

D. Is the program in which this student is participating specially designed for handicapped students?

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

# VIRGINIA VOCATIONAL EDUCATION
## ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.2A
(For Reimbursed Programs)

1. TEACHER'S NAME

2. LOCATION

3. LAST NAME - FIRST NAME - MIDDLE INITIAL

4. STREET ADDRESS; P.O. BOX; OR ROUTE & BOX

5. CITY, TOWN, OR POST OFFICE

6. STATE

VA
NC
DC
TN
KY
WV
MD

7. ZIP CODE

8. PHONE NUMBER

9. SOCIAL SECURITY NUMBER

MARK HERE IF NO SOCIAL SECURITY NUMBER.

10. SEX

MALE
FEMALE

11. AGE

BELOW 18
18-25
26-50
ABOVE 50

12. CURRENT EMPLOYMENT STATUS

EMPLOYED IN FIELD OR RELATED
OTHER EMPLOYMENT
UNEMPLOYED, SEEKING WORK
UNEMPLOYED, NOT SEEKING WORK
HOME MAKER

13. HIGHEST YEAR OF EDUCATION

BELOW 8
8
9
10
11
12
13
14
15
16
ABOVE 16

14. DIV. CODE

15. HOME DIV.CODE

16. O.E. CODE

17. START/END DATE OF YOUR PROGRAM

| START | | END | |
|---|---|---|---|
| JAN | 70 | JAN | 70 |
| FEB | 71 | FEB | 71 |
| MAR | 72 | MAR | 72 |
| APR | 73 | APR | 73 |
| MAY | 74 | MAY | 74 |
| JUN | 75 | JUN | 75 |
| JUL | 76 | JUL | 76 |
| AUG | 77 | AUG | 77 |
| SEP | 78 | SEP | 78 |
| OCT | 79 | OCT | 79 |
| NOV | 80 | NOV | 80 |
| DEC | | DEC | |

18. FOR INSTRUCTORS ONLY

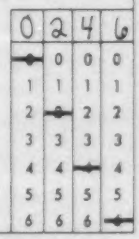
A. YES NO
B. YES NO
C. YES NO
D. YES NO

8/61

SAMPLE MARKS

USE A NUMBER
2 PENCIL ONLY

DO NOT FOLD
OR STAPLE




# DIRECTIONS FOR STUDENTS
# REPORT FORM 5.2A

## Virginia Vocational Education
## Adult Enrollment Form

A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.

B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.

C. Refer to the Virginia Vocational Education Reporting System Teacher's Guide for all VERS 5.2 Form item explanations and definitions.

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

# VIRGINIA VOCATIONAL EDUCATION
# ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.2B
(For Non-Reimbursed Programs)

1. TEACHER'S NAME

2. LOCATION

3. LAST NAME - FIRST NAME - MIDDLE INITIAL

4. STREET ADDRESS; P.O. BOX; OR ROUTE & BOX

5. CITY, TOWN, OR POST OFFICE

6. STATE

VA
DC
KY
MD
NC
TN
WV

7. ZIP CODE

8. PHONE NUMBER

9. SOCIAL SECURITY NUMBER

MARK HERE IF NO SOCIAL SECURITY NUMBER.

10. SEX

MALE
FEMALE

11. AGE

BELOW 18
18-25
26-50
ABOVE 50

12. CURRENT EMPLOYMENT STATUS

EMPLOYED IN FIELD OR RELATED
OTHER EMPLOYMENT
UNEMPLOYED, SEEKING WORK
UNEMPLOYED, NOT SEEKING WORK
HOME MAKER

13. HIGHEST YEAR OF EDUCATION

BELOW 8
8
9
10
11
12
13
14
15
16
ABOVE 16

14. DIV. CODE

15. HOME DIV.CODE

16. O.E. CODE

17. START/END DATE OF YOUR PROGRAM

| START | | END | |
|---|---|---|---|
| JAN | 70 | JAN | 70 |
| FEB | 71 | FEB | 71 |
| MAR | 72 | MAR | 72 |
| APR | 73 | APR | 73 |
| MAY | 74 | MAY | 74 |
| JUN | 75 | JUN | 75 |
| JUL | 76 | JUL | 76 |
| AUG | 77 | AUG | 77 |
| SEP | 78 | SEP | 78 |
| OCT | 79 | OCT | 79 |
| NOV | 80 | NOV | 80 |
| DEC | | DEC | |

18. FOR INSTRUCTORS ONLY

A. YES / NO
B. YES / NO
C. YES / NO
D. YES / NO

63/64

SAMPLE MARKS

USE A NUMBER 2 PENCIL ONLY

DO NOT FOLD OR STAPLE

| 0 | 2 | 4 | 6 |
|---|---|---|---|
| — | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | — | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | — | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | — |

# DIRECTIONS FOR STUDENTS REPORT FORM 5.2B

## Virginia Vocational Education Adult Enrollment Form

A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.

B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.

C. Refer to the Virginia Vocational Education Reporting System Teacher's Guide for all VERS 5.2 Form item explanations and definitions.

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

# APPENDIX A

## O. E. CODES

### AGRICULTURE PROGRAMS

010100 Agric Production
010200 Agric Sup/Service
010300 Agric Mach/Service
010400 Agric Products
010500 Ornamental Hort
010600 Agric Resources
010700 Forestry
019999 Explor or Orientation
019900 Agric Science & Mech

### DISTRIBUTION PROGRAMS

040100 Advertising Serv
040200 Apparel & Acces
040300 Automotive
040400 Finance & Credit
040500 Floristry
040600 Food Distribution
040700 Food Services
040800 Gen Merchandise
040900 Hdwe Bldg
041000 Home Furnishings
041100 Hotel & Lodging
041200 Industrial Marketing
041300 Insurance
041400 International Trade
041500 Personal Services
041600 Petroleum
041700 Real Estate
041800 Recreation & Tourism
041900 Transportation
042000 Wholesaling
049998 Radio-TV Broadcasting
049999 Explor or Orientation
049900 Other (Occup in DE coop not classified elsewhere)

### HEALTH PROGRAMS

070101 Dental Assistant
070102 Dent Hygienist(Asso)*
070103 Dent Lab Tech
070203 Med Lab Assisting
070299 Other Med Lab Tech*
070301 Nurse, Asso Degree*
070302 Practical (Voc) Nurse
070303 Nurses' Assist (Aide)
070401 Occupational Therapy
070402 Physical Therapy
070501 Radiologic Technology
070700 Environmental Health*
070800 Mental Health Tech*
070903 Inhalat Therapy Tech
070904 Medical Assist
070906 Health Aide
079999 Explor or Orientation
079900 Other (ICT Occup not classified elsewhere)

### HOME ECONOMICS PROGRAMS

#### Consumer and Homemaking

090101 Homemaking I, II, III IV, and Family Living
090102 Child Development
090103 Clothing & Textiles
090104 Consumer Education
090106 Family Relations
090107 Food & Nutrition
090108 Home Management
090109 Housing & Home Furnish
090999 Explor or Orientation
090199 Home Economics--Adapted-Disadvantaged

#### Occupational Home Economics

090201 Child Care Services
090202 Clothing Services
090203 Food Services
090204 Home Furnishings Services
090205 Home & Institutional Services
099999 Explor or Orientation

### INDUSTRIAL ARTS PROGRAMS

109999 Industrial Arts

### OFFICE PROGRAMS

140100 Accounting & Computing
140200 Bus Data Processing
140300 Filing, Office Mach
140400 Info, Communic Occup
140500 Mtls Supp, Trans, Etc
140700 Steno, Secy, & Related
140900 Typing & Related Occup
149999 Explor or Orientation

### TRADES & INDUSTRY PROGRAMS

170100 Air Conditioning
170200 Appliance Repair
170301 Body & Fender
170302 Mechanics, Auto
170399 Other Automotive
170400 Aviation Occup
170500 Blueprint Reading*
170600 Bus Mach Maint
170700 Cml Art Occup
170800 Cml Fishery Occup*
170900 Cml Photog Occup
171001 Carpentry
171002 Electricity
171004 Masonry
171007 Plumb & Pipefitting
171099 Other Constr & Main
171100 Custodial Serv
171200 Diesel Mech
171300 Drafting Occup
171400 Elec Occup
171500 Electronic Occup
171600 Fabric Maint Serv
171700 Foremanship Super & Mgt Devel
171900 Graphics Arts Occup
172000 Ind Atomic Energy*
172100 Instr Maint & Repair
172200 Maritime Occup
172300 Metalworking Occup
172400 Metall Occupations*
172601 Barbering
172602 Cosmetology
172699 Other Personal Serv
172801 Fireman Training
172802 Law Enforcement Trg
172899 Other Public Serv
172900 Qty Food Occup
173000 Refrigeration
173100 Small Eng Repair
173200 Stationary Energy Sources Occupation*
173300 Textile Prod & Fab
173500 Upholstering
173600 Woodworking Occup
179999 Explor or Orientation
179900 Other (ICT Occup not classified elsewhere)

*Adult programs only

APPENDIX B

VOCATIONAL EDUCATION COURSE CODES
VIRGINIA STATE DEPARTMENT OF EDUCATION
TEACHER'S DAILY ASSIGNMENT CODES LIST 1974-75

AGRICULTURE COURSES

*8002 Exploratory Agriculture Grade 6
*8003 Exploratory Agriculture Grade 7
*8004 Exploratory Agriculture Grade 8
8006 Agricultural Science & Mechanics I
8008 Agricultural Science & Mechanics II
8010 Agricultural Production III
8012 Agricultural Production IV
8014 Agricultural Production V
8016 Agricultural Machinery Services III
8018 Agricultural Machinery Services IV
8020 Agricultural Machinery Services V
8022 Agricultural Business III
8024 Agricultural Business IV
8028 Agricultural Process & Marketing III
8030 Agricultural Process & Marketing IV
8032 Agricultural Process & Marketing V
8034 Ornamental Horticulture III
8036 Ornamental Horticulture IV
8038 Ornamental Horticulture V
8040 Natural Resources Management III
8042 Natural Resources Management IV
8044 Natural Resources Management V
8050 Agriculture--Special Needs
8070 General Mechanics--Special Needs (Disadvantaged)

BUSINESS EDUCATION COURSES

*6109 Business Exploration
*6110 General Business
6151 Beginning Typewriting
6154 Advanced Typewriting
6159 Clerk Typist I Block Program
6160 Clerk Typist II Block Program
6211 Beginning Shorthand
6215 Advanced Shorthand
6250 Stenography I Block Program
6260 Stenography II Block Program
6311 Beginning Bookkeeping
6315 Advanced Bookkeeping
*6320 Accounting - Grade 12
6330 Record Keeping I
6332 Record Keeping II
6340 Clerical Accounting I Block Program
6350 Clerical Accounting II Block Program
6410 Office & Clerical Practice
6420 Office Procedure, Double Period
6500 Vocational Office Training
6640 Business Data Processing I Block Program
6650 Business Data Processing II Block Program
6660 Reprographics I Block Program
6670 Reprographics II Block Program
6710 Filing Occupations I
6720 Filing Occupations II
6730 Medical Office Procedures
6735 Legal Office Procedures
6740 Office Services I--Disadvantaged
6741 Office Services II--Disadvantaged
6742 Office Services III--Disadvantaged

*Exploratory or orientation courses

DISTRIBUTIVE EDUCATION COURSES

*8104 Education for Employment Grade 7
*8106 Education for Employment Grade 8
*8108 Education for Employment Grade 9
*8110 DE I Preparatory Grade 10
8120 DE II Coop Grade 11
8130 DE III Coop Grade 12
8132 Marketing I Grade 11
8134 Marketing II Grade 12
8136 Senior Marketing Grade 12
8140 DE II Coop Disadvantaged
8141 DE III Coop Disadvantaged
*8142 Food Distribution Grade 12
*8144 Fashion Merchandising Grade 12
*8146 Hotel/Motel Management Grade 12
*8148 Petroleum Marketing Grade 12
*8157 Education for Employment Grade 7 Disadvantaged
*8158 Education for Employment Grade 8 Disadvantaged
*8159 Education for Employment Grade 9 Disadvantaged
*8161 Radio & TV Broadcasting I
*8162 Radio & TV Broadcasting II

HOME ECONOMICS COURSES
Non-Sequential Offerings

*8205 Homemaking Grade 6 - 18 Weeks
*8206 Homemaking Grade 7 - 18 Weeks
*8207 Homemaking Grade 7 - Less than 18 Weeks
*8208 Homemaking Grade 7 - 36 Weeks
*8210 Homemaking Grade 8 - 18 Weeks
8220 Home Economics - Adapted - Disadvantaged
*8221 Home Economics - Occupational - Explor or Orientation
8270 Homemaking - Family Living (HE V)

Sequential Offerings in Consumer and Homemaking

8230 Homemaking I
8240 Homemaking II
8250 Homemaking III
8260 Homemaking IV

Specialized Areas in Consumer and Homemaking

**8241 Clothing I
**8242 Clothing II
**8246 Foods I
**8247 Foods II
8284 HE - Child Development
8274 HE - Clothing Management
8271 HE - Consumer Economics - Home Management
8273 HE - Food Management
8297 HE - Home Furnishings & Housing
8272 HE - Marriage & the Family

Occupational Offerings

8285 HE - Child Care Occupations I
8286 HE - Child Care Occupations II
8280 HE - Clothing Occupations I
8281 HE - Clothing Occupations II
8275 HE - Food Occupations I
8276 HE - Food Occupations II
8290 HE - Home & Institutional Occupations I
8291 HE - Home & Institutional Occupations II
8295 HE - Home Furnishings Occupations I
8296 HE - Home Furnishings Occupations II

INDUSTRIAL ARTS COURSES

*8415 The World of Communications
*8425 The World of Manufacturing
*8431 The World of Construction
*8445 The World of Transportation
*8461 Exploring Technology
*8462 Modern Industry and Technology
*8463 American Industry

ACROSS-THE-BOARD COURSES***
(Special Projects)
9010 Work Instruction Program for Fourteen and Fifteen Year Old Students
9020 Cooperative Program I for Former Dropouts and Potential Dropouts
9030 Cooperative Program II for Former Dropouts and Potential Dropouts

*Exploratory or orientation courses
**Approved only for certain school divisions on experimental basis
***The teacher will inform the student of the appropriate O.E. and course codes to use for across-the-board courses.

TRADE AND INDUSTRIAL EDUCATION COURSES

8503 Air Conditioning & Refrigeration I
8504 Air Conditioning & Refrigeration II
8505 Air Condititoning & Refrigeration III
8506 Auto Mechanics I
8507 Auto Mechanics II
8508 Auto Mechanics III
8509 Barbering I
8510 Barbering II
8511 Barbering III
8512 Bricklaying I
8513 Bricklaying II
8514 Bricklaying III
8515 Building Trades I
8516 Building Trades II
8517 Building Trades III
8518 Carpentry--Cabinetmaking I
8519 Carpentry--Cabinetmaking II
8520 Carpentry--Cabinetmaking III
8521 Commercial Foods I
8522 Commercial Foods II
8523 Commercial Foods III
8524 Commercial Sewing I
8525 Commercial Sewing II
8526 Commercial Sewing III
8527 Cosmetology I
8528 Cosmetology II
8529 Cosmetology III
8530 Drafting I
8531 Drafting II
8532 Drafting III
8533 Electricity I
8534 Electricity II
8535 Electricity III
8536 Electronics I
8537 Electronics II
8538 Electronics III
8539 Machine Shop I
8540 Machine Shop II
8541 Machine Shop III
8542 Maintenance and Repair I
8543 Maintenance and Repair II
8544 Maintenance and Repair III
8545 Medical Assistants I
8546 Medical Assistants II
8547 Medical Assistants III
8548 Metal Trades I
8549 Metal Trades II
8550 Metal Trades III
8551 Plumbing I
8552 Plumbing II
8553 Plumbing III
8554 Power Mechanics I
8555 Power Mechanics II
8556 Power Mechanics III
8557 Practical Nursing I
8558 Practical Nursing II
8559 Practical Nursing III
8560 Nurses' Aide
8561 Health Assistant Cluster
8570 Commercial Art I
8571 Commercial Art II
8572 Commercial Art III
8575 Industrial Maintenance Mechanics I
8576 Industrial Maintenance Mechanics II
8577 Industrial Maintenance Mechanics III
8580 Mine Machinery Repair I
8581 Mine Machinery Repair II
8582 Mine Machinery Repair III
8660 Printing I
8661 Printing II
8662 Printing III
8663 Sheet Metal I
8664 Sheet Metal II
8665 Sheet Metal III
8666 Shoe Repairing I
8667 Shoe Repairing II
8668 Shoe Repairing III
8669 Tailoring I
8670 Tailoring II
8671 Tailoring III
8672 Welding I
8673 Welding II
8674 Welding III
8676 Auto Body Repair I
8677 Auto Body Repair II
8678 Auto Body Repair III
8679 Diesel Mechanics
*8701 Industrial Career Orientation I
*8702 Industrial Career Exploration I
*8703 Industrial Career Orientation II
*8704 Industrial Career Exploration II
8901 Industrial Cooperative Training I
8902 Industrial Cooperative Training II
8905 Industrial Work Experience

*Exploratory or orientation courses

# APPENDIX C
## DIVISION CODES

### COUNTIES

| | | | |
|---|---|---|---|
| ACCOMACK | 001 | KING & QUEEN | 049 |
| ALBEMARLE | 002 | KING WILLIAM | 050 |
| ALLEGHANY | 003 | LANCASTER | 051 |
| AMELIA | 004 | LEE | 052 |
| AMHERST | 005 | LOUDOUN | 053 |
| APPOMATTOX | 006 | LOUISA | 054 |
| ARLINGTON | 007 | LUNENBURG | 055 |
| AUGUSTA | 008 | MADISON | 056 |
| BATH | 009 | MATHEWS | 057 |
| BEDFORD | 010 | MECKLENBURG | 058 |
| BLAND | 011 | MIDDLESEX | 059 |
| BOTETOURT | 012 | MONTGOMERY | 060 |
| BRUNSWICK | 013 | NELSON | 062 |
| BUCHANAN | 014 | NEW KENT | 063 |
| BUCKINGHAM | 015 | NORTHAMPTON | 065 |
| CAMPBELL | 016 | NORTHUMBERLAND | 066 |
| CAROLINE | 017 | NOTTOWAY | 067 |
| CARROLL | 018 | ORANGE | 068 |
| CHARLES CITY | 019 | PAGE | 069 |
| CHARLOTTE | 020 | PATRICK | 070 |
| CHESTERFIELD | 021 | PITTSYLVANIA | 071 |
| CLARKE | 022 | POWHATAN | 072 |
| CRAIG | 023 | PRINCE EDWARD | 073 |
| CULPEPER | 024 | PRINCE GEORGE | 074 |
| CUMBERLAND | 025 | PRINCE WILLIAM | 075 |
| DICKENSON | 026 | PULASKI | 077 |
| DINWIDDIE | 027 | RAPPAHANNOCK | 078 |
| ESSEX | 028 | RICHMOND | 079 |
| FAIRFAX | 029 | ROANOKE | 080 |
| FAUQUIER | 030 | ROCKBRIDGE | 081 |
| FLOYD | 031 | ROCKINGHAM | 082 |
| FLUVANNA | 032 | RUSSELL | 083 |
| FRANKLIN | 033 | SCOTT | 084 |
| FREDERICK | 034 | SHENANDOAH | 085 |
| GILES | 035 | SMYTH | 086 |
| GLOUCESTER | 036 | SOUTHAMPTON | 087 |
| GOOCHLAND | 037 | SPOTSYLVANIA | 088 |
| GRAYSON | 038 | STAFFORD | 089 |
| GREENE | 039 | SURRY | 090 |
| GREENSVILLE | 040 | SUSSEX | 091 |
| HALIFAX | 041 | TAZEWELL | 092 |
| HANOVER | 042 | WARREN | 093 |
| HENRICO | 043 | WASHINGTON | 094 |
| HENRY | 044 | WESTMORELAND | 095 |
| HIGHLAND | 045 | WISE | 096 |
| ISLE OF WIGHT | 046 | WYTHE | 097 |
| JAMES CITY CO. | 047 | YORK | 098 |
| KING GEORGE | 048 | | |

### CITIES

| | |
|---|---|
| ALEXANDRIA | 101 |
| BEDFORD | 140 |
| BRISTOL | 102 |
| BUENA VISTA | 103 |
| CHARLOTTESVILLE | 104 |
| CHESAPEAKE | 136 |
| CLIFTON FORGE | 105 |
| COLONIAL HEIGHTS | 106 |
| COVINGTON | 107 |
| DANVILLE | 108 |
| EMPORIA | 138 |
| FAIRFAX | 134 |
| FALLS CHURCH | 109 |
| FRANKLIN | 135 |
| FREDERICKSBURG | 110 |
| GALAX | 111 |
| HAMPTON | 112 |
| HARRISONBURG | 113 |
| HOPEWELL | 114 |
| LEXINGTON | 137 |
| LYNCHBURG | 115 |
| MARTINSVILLE | 116 |
| NEWPORT NEWS | 117 |
| NORFOLK | 118 |
| NORTON | 119 |
| PETERSBURG | 120 |
| PORTSMOUTH | 121 |
| RADFORD | 122 |
| RICHMOND | 123 |
| ROANOKE | 124 |
| SALEM | 139 |
| SOUTH BOSTON | 133 |
| STAUNTON | 126 |
| SUFFOLK | 127 |
| VIRGINIA BEACH | 128 |
| WAYNESBORO | 130 |
| WILLIAMSBURG | 131 |
| WINCHESTER | 132 |

### TOWNS

| | |
|---|---|
| CAPE CHARLES | 201 |
| COLONIAL BEACH | 202 |
| FRIES | 203 |
| POQUOSON | 205 |
| SALTVILLE | 206 |
| WEST POINT | 207 |

## SPECIAL ADULT DIVISION CODES

For purposes of VERS reporting, use the following division codes for the corresponding institutions where adult vocational education courses are taught:

### Community Colleges

820 Blue Ridge Community College
821 Central Virginia Community College
822 Dabney S. Lancaster Community College
823 Danville Community College
824 Eastern Shore Community College
825 Germanna Community College
826 John Tyler Community College
827 Lord Fairfax Community College
828 Mountain Empire Community College
829 New River Community College
830 Northern Virginia Community College
831 Patrick Henry Community College
832 Paul D. Camp Community College
833 Piedmont Community College
834 Rappahannock Community College
835 J. Sargeant Reynolds Community College
836 Southside Virginia Community College
837 Thomas Nelson Community College
838 Tidewater Community College
839 Virginia Highlands Community College
840 Virginia Western Community College
841 Wytheville Community College
842 Southwest Virginia Community College

### Colleges and Universities

870 Longwood College
871 Madison College
872 George Mason College
873 Medical College of Virginia
874 Christopher Newport College
875 Norfolk State College
876 Old Dominion University
877 Radford College
878 Richard Bland College
879 University of Virginia
880 Clinch Valley College
881 Virginia Commonwealth University
882 Virginia Military Institute
883 Virginia Polytechnic Institute
884 Virginia State College
885 College of William and Mary
886 Mary Washington College

### State Agencies

903 State Police Administration Headquarters

### Adult Correctional Institutions

980 Bland Correctional Farm
981 Virginia State Penintentiary
982 Virginia State Farm for Men
983 Southampton Farm
984 Virginia State Industrial Farm for Women (Goochland)
985 Prince George Federal Reformatory
986 Wise Correctional Unit at Coeburn, Virginia

### Institutions for the Handicapped

940 Children's Rehabilitation Center
941 Lynchburg Training School and Hospital
943 Petersburg Training School
944 Reception and Training School
945 Virginia School at Hampton
946 Virginia School at Staunton
947 Woodrow Wilson Rehabilitation Center
948 Virginia Treatment Center
949 DeJarnette Center

APPENDIX C

1975 TEACHER'S GUIDE

# VIRGINIA

# VOCATIONAL EDUCATION REPORTING SYSTEM

(REVISED)

# 1975

# TEACHER'S GUIDE

Vocational Education Management Information System Project
Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

and

Division of Vocational Education and
Division of Educational Research and Statistics
State Department of Education
Richmond, Virginia 23216

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VIRGINIA VOCATIONAL EDUCATION REPORTING SYSTEM

## Introduction

The Vocational Education Reporting System (VERS) has been extensively revised from previous years. The revisions were made to correct some deficiencies in the system and to conserve human and material resources. The major revisions are:

1. Teachers provide class summary enrollment data instead of each student in a class completing an enrollment form. This change reduces the number of forms to be processed from 300,000 to about 35,000 forms.
2. Near the end of the school year, students who are completing vocational education programs and/or leaving the school, will furnish their permanent address, telephone number, social security number and other data. This change in VERS replaces the computer printout which required teachers to verify the accuracy of names, social security numbers and O.E. Codes of the students.
3. All scanning forms have been redesigned to improve accuracy in marking the forms.

The new version of the Vocational Education Reporting System was developed by the Vocational Education Management Information System for Virginia (VEMIS-V) project staff, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, in cooperation with the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education. All data processing is done in the Division of Educational Research and Statistics, State Department of Education. The information collected through VERS will continue to be used to calculate the amount of reimbursement of Vocational Education funds to localities, to prepare U.S.O.E. reports, and to prepare planning documents to meet the Standards of Quality. Accuracy in completing the forms is very important.

## Operation of VERS

The operation of the system is under the supervision of the Coordinator of Vocational Education Research and Statistical Information, State Department of Education. This person works with VERS coordinators in each school division of the State. All questions relating to forms and the system should be directed to the VERS coordinator in your school division.

## Data Collection Instruments

A new mark sensing reader (NCS 7010 Optical Mark Reader System) obtained by the State Division of Educational Research and Statistics requires new forms and new methods of marking forms. Please destroy all forms you may have from the past school year. You are requested to read the following Marking Instructions carefully!

Use #2 pencil, do not use ink or ball point pen.
Make heavy black marks that fill the circle completely.
Erase completely any changes.
Make no stray marks.

Examples of CORRECT marks

●○○ ○●○ ○○●

Examples of INCORRECT marks

Ø○○ ○Ø○ ○○Ø

Eight data collection instruments are used in VERS: Virginia Vocational Education Class Enrollment Form, VERS 1.3; Virginia Vocational Education Adult Enrollment Form, VERS 2.3A and 2.3B; Virginia Vocational Education Student Completion Form, VERS 3.2; Virginia Vocational Education Follow-Up Form, VERS 4.3; Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.3A and 5.3B and the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.2.

Virginia Vocational Education Class Enrollment Form, VERS 1.3

This enrollment form is designed to obtain information about vocational students and vocational programs. Information from this form will be used for funding of vocational education programs. You will receive copies of the form from the Virginia Vocational Education Reporting System coordinator in your school or school division. One form should be completed for each section of a vocational course you teach on September 30 and returned immediately to your VERS coordinator. The forms are due in the State Office by October 15. For students enrolled in approved 18 week courses, forms should be completed at the beginning of the second semester and sent to the State Office by March 1. (For Home Economics 8207 - an approved course of less than 18 weeks - a form should be completed at the beginning of each course and sent to the State Office immediately.) Do not send in forms for any other courses which are less than 18 weeks.

Virginia Vocational Education Adult Enrollment Form, VERS 2.3A and 2.3B

The VERS 2.3A form (red color) is used to collect summary enrollment information about students in reimbursed adult vocational programs. Information from this form will be used for funding of adult vocational education programs. It will be sent by the appropriate state supervisor to the individual in each school division designated to handle reimbursement for adult vocational programs. This individual will distribute copies to you for completion at the conclusion of each adult course. The completed forms will then be collected by the same individual and mailed to the state supervisor of the vocational service in which the course was offered.

The VERS 2.3B form (aqua color) will be distributed by the VERS coordinator to those of you who are teaching vocational education courses which are not reimbursed by state vocational education funds. Do not complete the forms for adult classes that are not considered vocational education. The VERS coordinator will collect and mail the completed forms for non-reimbursed courses to the Coordinator of Vocational Education Research and Statistical Information.

Virginia Vocational Education Student Completion Form, VERS 3.2

The VERS 3.2 is an individual student form designed to collect information necessary for conducting a follow-up of former students of high school vocational education programs. The form is to be completed on or about May 1 and returned to your local VERS Coordinator immediately. Included in this guide is a complete script for your use in explaining the form to your students.

Virginia Vocational Education Follow-Up Forms, VERS 4.3 and 6.2

The secondary students to be followed-up will be identified on the basis of the VERS 3.2 forms. They will complete the Virginia Vocational Education Follow-Up Form, VERS 4.3. Information from the VERS 5.3A and 5.3B forms will be used to identify the adult preparatory students to be followed-up. The adult students will complete the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.2. The follow-ups will be conducted directly with the former students, thus relieving you of the responsibility of following up students for reporting purposes. Explanations of these forms are not included in this guide. (See Appendix C.)

Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.3A and 5.3B

The adult preparatory student completion forms are designed to collect individual data about students who have fulfilled the requirements for completion of adult preparatory programs. These data are collected in order that a follow-up may be conducted directly with the former adult students. The VERS 5.3A form (brown color) is for students completing reimbursed adult preparatory programs. The VERS 5.3B form (purple color) is for students completing adult preparatory programs not reimbursed by state vocational education funds. A complete script is included in this guide for your use in explaining the forms to your students.

VERS 5.3A - Students Completing Reimbursed Adult Preparatory Programs

The form VERS 5.3A (brown color) is to be completed by students as they conclude a reimbursed adult preparatory program. You should obtain copies of the form from the individual designated to handle reimbursement for adult vocational education programs in your school division. After the student completes the form, return it to State Supervisor of the respective vocational service.

VERS 5.3B - Students Completing Non-Reimbursed Adult Preparatory Programs

The form VERS 5.3B (purple color) is to be completed by students as they conclude a non-reimbursed adult preparatory program. You should obtain copies of the form from your local VERS coordinator. After the student completes the form, return it to the VERS coordinator. He will send the form to the State Coordinator of Vocational Education Research and Statistical Information.

IMPORTANT

BEFORE YOU START WORKING ON

ANY OF THESE REPORTS READ THE

SPECIFIC INSTRUCTIONS CAREFULLY.

VIRGINIA VOCATIONAL EDUCATION
CLASS ENROLLMENT FORM, VERS 1.3

INSTRUCTIONS FOR TEACHERS

1. This form is to be completed on September 30 and submitted to your school or division VERS coordinator immediately. The forms should be in the State Office on or before October 15 for students enrolled as of September 30, and on or before March 1 for second semester courses.

2. A form should be completed for each approved vocational education class you teach. This is a change from the individual student form used in past years. All approved vocational courses are listed in Appendix A of this guide. Only those courses should be reported.

3. Use a #2 pencil in filling out the form. Completely fill in the correct circles. Do not extend marks outside the circles.

4. Listings of special codes which you will need are included in the Appendices of this guide.

   Appendix A: O.E. Codes (U. S. Office of Education Codes) and Vocational Education Course Codes

   Appendix B: Division Codes

5. The form VERS 1.3 should be completed for all sections of all approved courses, except as follows:

   a. Business Education:

      1. General Business - Only 9th grade general business students will be reported. These students will be reported under orientation and exploration O.E. Code 149999.

      2. Typewriting I - Typewriting I will be reported only for those students in the 10th grade who either have had general business in the 9th grade or are taking both Typewriting I and General Business in the 10th grade. Although the students may be reported by one of several occupational objectives as they progress in the program, a student in Typing I in the 10th grade will be reported by the typing and related occupations, O. E. Code 150900.

   b. Industrial Arts: The form should be completed only for those courses listed on the Vocational Education Course Codes list in Appendix A of this guide.

# VIRGINIA VOCATIONAL EDUCATION CLASS ENROLLMENT
## FORM VERS 1.3

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ⊘○○ ○⊗○ ○○◐

1. SCHOOL NAME _____

2. COURSE TITLE _____

3. TEACHER'S NAME _____

| 4. TEACHER'S SOCIAL SECURITY NUMBER | 5. DIV. CODE | 6. SCHOOL CODE | 7. COURSE CODE | 8. Course Length |
|---|---|---|---|---|
| 0 0 0 0 0 0 0 0 0 | 0 0 0 | 0 0 0 0 | 0 0 0 0 | 0 0 |
| 1 1 1 1 1 1 1 1 1 | 1 1 1 | 1 1 1 1 | 1 1 1 1 | 1 1 |
| 2 2 2 2 2 2 2 2 2 | 2 2 2 | 2 2 2 2 | 2 2 2 2 | 2 2 |
| 3 3 3 3 3 3 3 3 3 | 3 3 3 | 3 3 3 3 | 3 3 3 3 | 3 3 |
| 4 4 4 4 4 4 4 4 4 | 4 4 4 | 4 4 4 4 | 4 4 4 4 | 4 4 |
| 5 5 5 5 5 5 5 5 5 | 5 5 5 | 5 5 5 5 | 5 5 5 5 | 5 5 |
| 6 6 6 6 6 6 6 6 6 | 6 6 6 | 6 6 6 6 | 6 6 6 6 | 6 6 |
| 7 7 7 7 7 7 7 7 7 | 7 7 7 | 7 7 7 7 | 7 7 7 7 | 7 7 |
| 8 8 8 8 8 8 8 8 8 | 8 8 8 | 8 8 8 8 | 8 8 8 8 | 8 8 |
| 9 9 9 9 9 9 9 9 9 | 9 9 9 | 9 9 9 9 | 9 9 9 9 | 9 9 |

| 9. No. of Periods | 10. Period Length | 11. Male | 12. Female | 13. Disad. | 14. Handi | 15. Cauc. | 16. Black | 17. Other | 18. Grade 8/below | 19. Grade 9/above |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 |
| 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 |
| 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 |
| 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 |
| 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 |
| 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 |
| 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 |
| 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 |
| 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 |

| 20. Co-op 2 periods | 21. Co-op 3 periods |
|---|---|
| 0 0 | 0 0 |
| 1 1 | 1 1 |
| 2 2 | 2 2 |
| 3 3 | 3 3 |
| 4 4 | 4 4 |
| 5 5 | 5 5 |
| 6 6 | 6 6 |
| 7 7 | 7 7 |
| 8 8 | 8 8 |
| 9 9 | 9 9 |

22. Is this a special class for handicapped students?

○ YES

○ NO

| 24. FIRST O.E. CODE | 25. Total | 26. Co-op | 27. Two Courses | 28. Three Courses |
|---|---|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 | 9 9 | 9 9 |

23.

A. Is this a special class for disadvantaged students?

○ YES ○ NO

B. If 'YES,' give source of funding:

○ PART B
○ PART 102B
○ PART G

| 29. SECOND O.E. CODE | 30. Total | 31. Co-op | 32. Two Courses | 33. Three Courses |
|---|---|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 | 9 9 | 9 9 |

NCS Trans-Optic F2782-54321

| 34. THIRD O.E. CODE | 35. Total | 36. Co-op | 37. Two Courses | 38. Three Courses |
|---|---|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 | 9 9 | 9 9 |

| 39. FOURTH O.E. CODE | 40. Total | 41. Co-op |
|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 |

| 42. FIFTH O.E. CODE | 43. Total | 44. Co-op |
|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 |

| 45. SIXTH O.E. CODE | 46. Total | 47. Co-op |
|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 |

| 48. SEVENTH O.E. CODE | 49. Total | 50. Co-op |
|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 |

| 51. EIGHTH O.E. CODE | 52. Total | 53. Co-op |
|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 |

| 54. NINTH O.E. CODE | 55. Total | 56. Co-op |
|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 |

| 57. TENTH O.E. CODE | 58. Total | 59. Co-op |
|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 |

| 60. ELEVENTH O.E. CODE | 61. Total | 62. Co-op |
|---|---|---|
| 0 0 0 0 0 0 | 0 0 | 0 0 |
| 1 1 1 1 1 1 | 1 1 | 1 1 |
| 2 2 2 2 2 2 | 2 2 | 2 2 |
| 3 3 3 3 3 3 | 3 3 | 3 3 |
| 4 4 4 4 4 4 | 4 4 | 4 4 |
| 5 5 5 5 5 5 | 5 5 | 5 5 |
| 6 6 6 6 6 6 | 6 6 | 6 6 |
| 7 7 7 7 7 7 | 7 7 | 7 7 |
| 8 8 8 8 8 8 | 8 8 | 8 8 |
| 9 9 9 9 9 9 | 9 9 | 9 9 |

## SPECIFIC INSTRUCTIONS FOR COMPLETING VERS 1.3

### Item 1 - School Name

Write in the name of this school.

### Item 2 - Course Title

Refer to Appendix A. Write in name of course as it is given in the list of Virginia Vocational Education Course Codes. Make note of the course number for use in item 7.

### Item 3 - Teacher's Name

Write in the name of the instructor for this section.

### Item 4 - Teacher's Social Security Number

Enter in the boxes the social security number of the instructor whose name appears in item 3. Blacken in the proper circle below each number.

### Item 5 - Division Code

Obtain the division code from the list of Division Codes included as Appendix B of this guide.

### Item 6 - School Code

Obtain the school code from your VERS coordinator. The VERS Coordinator will receive the state list of school codes for the correct school year.

### Item 7 - Course Code

Obtain the course number from the list of Virginia Vocational Education Course Codes as given in Appendix A of this guide. This number must correspond to the course name given in item 2. Use only the codes given in Appendix A.

### Item 8 - Course Length

Enter the total number of weeks this course meets during the school year. The total number of weeks should not exceed a maximum of 36 weeks.

Item 9 - Number of Periods

Enter the total number of class periods this course meets each day for regular class instruction. The number of periods released from school for co-op on-the-job training will be entered in items 20 and 21.

Note: If the vocational education courses you teach have modular scheduling, you should equate the average number of modules each class is offered daily, based on a five-day school week, and the average length of each class module in minutes, then complete Items 9 and 10 for vocational education students in modular scheduling.

Example 1:

A group of students is enrolled in an approved vocational education program for three 30-minute modules on Monday, Wednesday, and Friday of each week throughout the 36-week school year. These classes do not meet on Tuesday and Thursday.

In order to complete Items 9 and 10 for the approved class of students, multiply the number of modules (3) offered daily, times the length of each module in minutes (30), times the number of days the class is offered each week (3), and divide by the number of school days per week (5) to get the average number of minutes daily.

$3 \times 30 \times 3 \div 5$
$270 \div 5 = 54$ minutes per day

Since a class period for vocational classes is defined as being a minimum of 53 minutes of instruction, including reasonable time to change classes, Item 9 and 10 should be completed as follows:

Item 9 - Number of periods daily = 1
Item 10 - Length of period in minutes = 54

Example 2:

A group of students is enrolled in an approved vocational education program for three 20-minute modules five days per week throughout the 36-week school year. Use the same procedure as in Example 1:

$3 \times 20 \times 5 \div 5$
$300 \div 5 = 60$ minutes per day

Item 9 - Number of periods daily = 1
Item 10 - Length of period in minutes = 60

Item 10 - Length of Period

Enter the length of each class period in minutes.

Item 11-12 - Sex

Indicate the total number of males and females in this class.

Item 13 - Disadvantaged

Enter the number of students in this class who are considered to be disadvantaged. The definition of disadvantaged is: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational program or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

Item 14 - Handicapped

Enter the number of students in this class who are considered to be handicapped. The definition of handicapped is: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

Item 15 - Caucasians or White Students

Enter the number of students in this class who are Caucasians or White. Teachers should use their best judgment in making this determination.

Item 16 - Black Students

Enter the number of students in this class who are Africian or Negroid origin.

Item 17 - Other Students

Enter the number of students in the class who are of an ethnic origin other than Caucasian or Black.

Item 18 - Grade 8 or Below

Enter the number of students in this class who are in the eighth grade or below. This is the student's actual grade and not the grade for which this course is normally offered.

Item 19 - Grade 9 or Above

Enter the number of students in this class who are in the ninth grade or above. This is the student's actual grade and not the grade for which this course is normally offered.

Item 20 - Co-op - Two Periods

Enter the number of co-op students who are released from school two periods for on-the-job training. (The number of periods of in-school related instructions for co-op students is entered in item 9.)

Item 21 - Co-op - Three Periods

Enter the number of co-op students who are released from school three periods daily for on-the-job training.

Item 22 - Special Class for Handicapped

Is this a class specially designed for handicapped students? (see definition under item 14)

Item 23 - Special Class for Disadvantaged

A. Is this a class specially designed for disadvantaged students? (see definition under item 13)
B. If "yes", indicate whether the type of funding is Part B, Part 102B, or Part G. This information is given on the approved application received by the project director. If you do not have this information, check with your vocational director or your division superintendent's office.

The form provides for reporting a maximum of eleven different O.E. Codes for a class. Report each student in the most appropriate O.E. Code. Use no more than eleven codes for any one class. O.E. Codes are listed in Appendix A of this guide. All O.E. Codes used on a class form should be within the same vocational service.

Item 24 - First O.E. Code - Largest Enrollment

Enter the first O.E. Code of students enrolled in this class.
Item 25 - Indicate the total number of students for this code.
Item 26 - Indicate the number of coop students for this code.
Item 27 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.
Item 28 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 29 - Second O.E. Code - Second Largest Enrollment

If there is a second O.E. Code represented in this class, enter it in item 29.
Item 30 - Indicate the total number of students for this code.
Item 31 - Indicate the number of coop students for this code.
Item 32 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.
Item 33 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 34 - Third O.E. Code - Third Largest Enrollment

If there is a third O.E. Code represented in this class enter it in item 34.
Item 35 - Indicate the total number of students for this code.
Item 36 - Indicate the number of coop students for this code.
Item 37 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.
Item 38 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 39 - Fourth O.E. Code - Fourth Largest Enrollment

If there is a fourth O.E. Code represented in this class enter it in item 39.
Item 40 - Indicate the total number of students for this code.
Item 41 - Indicate the number of coop students for this code.

Item 42 - Fifth O.E. Code - Fifth Largest Enrollment

If there is a fifth O.E. Code represented in this class enter it in item 42.
Item 43 - Indicate the total number of students for this code.
Item 44 - Indicate the number of coop students for this code.

Item 45 - Sixth O.E. Code - Sixth Largest Enrollment

If there is a sixth O.E. Code represented in this class enter it in item 45.
Item 46 - Indicate the total number of students for this code.
Item 47 - Indicate the number of coop students for this code.

Item 48 - Seventh O.E. Code - Seventh Largest Enrollment

If there is a seventh O.E. Code represented in this class enter it in item 48.
Item 49 - Indicate the total number of students for this code.
Item 50 - Indicate the number of coop students for this code.

Item 51 - Eighth O.E. Code - Eighth Largest Enrollment

If there is an eighth O.E. Code represented in this class enter it in item 51.
Item 52 - Indicate the total number of students for this code.
Item 53 - Indicate the number of coop students for this code.

Item 54 - Ninth O.E. Code - Ninth Largest Enrollment

If there is a ninth O.E. Code represented in this class enter it in item 54.
Item 55 - Indicate the total number of students for this code.
Item 56 - Indicate the number of coop students for this code.

Item 57 - Tenth O.E. Code - Tenth Largest Enrollment

If there is a tenth O.E. Code represented in this class enter it in item 57.
Item 58 - Indicate the total number of students for this code.
Item 59 - Indicate the number of coop students for this code.

Item 60 - Eleventh O.E. Code - The remainder of the enrollment identified with the most appropriate one O.E. Code.

If there is a eleventh O.E. Code represented in this class enter it in item 60.
Item 61 - Indicate the total number of students for this code.
Item 62 - Indicate the number of coop students for this code.

This completes the form. Take a minute now to be sure you have made a code mark in the proper circle corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column. Be sure the form is filled in correctly. Incorrect forms may prevent your school division from receiving the correct reimbursement.

Return this form along with the forms from the other sections of courses you teach to your VERS coordinator in your school or school division.

VIRGINIA VOCATIONAL EDUCATION
ADULT ENROLLMENT FORM - VERS 2.3A and 2.3B

INSTRUCTIONS FOR TEACHERS

The Virginia Vocational Education Adult Enrollment Form is used to collect summary enrollment information about students in adult vocational education programs. Two variations of the form, VERS 2.3A (red color) and VERS 2.3B (aqua color), are used to collect the required enrollment data.

Reimbursed Adult Vocational Education Programs - VERS 2.3A

The form, VERS 2.3A (red color) is used for adult vocational education courses for which the preliminary applications for reimbursement have been approved by the appropriate state supervisor. The individual in each school division designated to handle reimbursement for adult vocational programs will receive the forms from the appropriate state supervisor and will give them to you. Information from VERS 2.3A is used for determining the amount of funds for adult vocational education programs in your school division. Errors will affect the amount of dollars coming to your school division; therefore, all items should be accurately completed. Complete and return the VERS 2.3A forms to the same person from which you received the forms at the conclusion of each course. This individual will send the completed forms along with the requests for reimbursement to the appropriate state supervisor. All forms should be in the State Office not later than June 1.

Non-reimbursed Adult Programs - VERS 2.3B

Form VERS 2.3B (aqua color) is used for adult vocational education courses which are eligible for reimbursement for state vocational funds but such funds have not been requested or approved. For example, a course provided for business or industry where the entire cost is provided by that business or industry would be reported in the VERS 2.3B form. These forms are available from your VERS Coordinator. Information from VERS 2.3B is used for reporting to the U. S. Office of Education. Accuracy is essential. Complete the VERS 2.3B forms at the conclusion of each course and return them to your local VERS coordinator. All forms should be in the State Office not later than June 1.

Instructions for Completing
VERS 2.3A and 2.3B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

A separate form is to be completed by you at the conclusion of each adult preparatory, adult supplementary and/or apprenticeship course. For purposes of these forms, a student is any person who enrolls in a course. Listed below these instructions are definitions of the adult programs.

Listed below are item by item instructions for completing both VERS 2.3A and VERS 2.3B.

# VIRGINIA VOCATIONAL EDUCATION ADULT ENROLLMENT

## FORM VERS 2.3A (FOR REIMBURSED COURSES)

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks:

Example of IMPROPER marks:

1. TEACHER'S NAME

2. DIVISION NAME

3. COURSE NAME

4. CLOSING DATE OF COURSE — Month / Day / Year

**5. Program Type:**

- ◯ Preparatory
- ◯ Supplementary
- ◯ Apprenticeship

**6. Reason for Program Offering:**

- ◯ Standard Course
- ◯ Requested by Local Employees
- ◯ Requested by Local Employers
- ◯ Requested by Adult Education Staff or Advisory Committee
- ◯ Community Survey Indicated Need

**7. Div. Code**

**8. SCHOOL CODE**

**9. TEACHER'S SOCIAL SECURITY NUMBER**

**10. Total Sessions**

**11. Total Course Hrs.**

**12. Total Employed**

**13. Total Unemployed**

**14. FIRST O.E. CODE**

**15. Males**

**16. Females**

**17. Regular**

**18. Disad.**

**19. Handicap**

**20. SECOND O.E. CODE**

**21. Males**

**22. Females**

**23. Regular**

**24. Disad.**

**25. Handicap**

NCS Trans-Optic F2783-54321

| 26. THIRD O.E. CODE | 27. Males | 28. Females | 29. Regular | 30. Disad. | 31. Handicap |
|---|---|---|---|---|---|
| 0 0 0 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 |
| 1 1 1 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 |
| 2 2 2 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 |
| 3 3 3 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 |
| 4 4 4 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 |
| 5 5 5 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 |
| 6 6 6 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 |
| 7 7 7 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 |
| 8 8 8 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 |
| 9 9 9 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 |

| 32. FOURTH O.E. CODE | 33. Males | 34. Females | 35. Regular | 36. Disad. | 37. Handicap |
|---|---|---|---|---|---|
| 0 0 0 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 |
| 1 1 1 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 |
| 2 2 2 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 |
| 3 3 3 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 |
| 4 4 4 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 |
| 5 5 5 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 |
| 6 6 6 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 |
| 7 7 7 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 |
| 8 8 8 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 |
| 9 9 9 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 |

| 38. FIFTH O.E. CODE | 39. Males | 40. Females | 41. Regular | 42. Disad. | 43. Handicap |
|---|---|---|---|---|---|
| 0 0 0 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 |
| 1 1 1 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 |
| 2 2 2 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 |
| 3 3 3 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 |
| 4 4 4 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 |
| 5 5 5 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 |
| 6 6 6 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 |
| 7 7 7 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 |
| 8 8 8 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 |
| 9 9 9 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 |

| 44. SIXTH O.E. CODE | 45. Males | 46. Females | 47. Regular | 48. Disad. | 49. Handicap |
|---|---|---|---|---|---|
| 0 0 0 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 |
| 1 1 1 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 |
| 2 2 2 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 |
| 3 3 3 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 |
| 4 4 4 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 |
| 5 5 5 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 |
| 6 6 6 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 |
| 7 7 7 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 |
| 8 8 8 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 |
| 9 9 9 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 |

| 50. SEVENTH O.E. CODE | 51. Males | 52. Females | 53. Regular | 54. Disad | 55. Handicap |
|---|---|---|---|---|---|
| 0 0 0 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 | 0 0 0 |
| 1 1 1 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 | 1 1 1 |
| 2 2 2 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 | 2 2 2 |
| 3 3 3 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 | 3 3 3 |
| 4 4 4 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 | 4 4 4 |
| 5 5 5 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 | 5 5 5 |
| 6 6 6 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 | 6 6 6 |
| 7 7 7 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 | 7 7 7 |
| 8 8 8 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 | 8 8 8 |
| 9 9 9 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 | 9 9 9 |

# VIRGINIA VOCATIONAL EDUCATION ADULT ENROLLMENT

## FORM VERS 2.3B (FOR NONREIMBURSED COURSES)

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ⊘○○ ○✓○ ○○✓

1. TEACHER'S NAME

2. DIVISION NAME

3. COURSE NAME

4. CLOSING DATE OF COURSE Month / Day / Year

5. Program Type:
- ○ Preparatory
- ○ Supplementary
- ○ Apprenticeship

6. Reason for Program Offering:
- ○ Standard Course
- ○ Requested by Local Employees
- ○ Requested by Local Employers
- ○ Requested by Adult Education Staff or Advisory Committee
- ○ Community Survey Indicated Need

7. Div. Code: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

8. SCHOOL CODE: 0 0 0 0 / 1 1 1 1 / 2 2 2 2 / 3 3 3 3 / 4 4 4 4 / 5 5 5 5 / 6 6 6 6 / 7 7 7 7 / 8 8 8 8 / 9 9 9 9

9. TEACHER'S SOCIAL SECURITY NUMBER: 0 0 0 0 0 0 0 0 0 / 1 1 1 1 1 1 1 1 1 / 2 2 2 2 2 2 2 2 2 / 3 3 3 3 3 3 3 3 3 / 4 4 4 4 4 4 4 4 4 / 5 5 5 5 5 5 5 5 5 / 6 6 6 6 6 6 6 6 6 / 7 7 7 7 7 7 7 7 7 / 8 8 8 8 8 8 8 8 8 / 9 9 9 9 9 9 9 9 9

10. Total Sessions: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

11. Total Course Hrs.: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

12. Total Employed: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

13. Total Unemployed: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

14. FIRST O.E. CODE: 0 0 0 0 0 0 / 1 1 1 1 1 1 / 2 2 2 2 2 2 / 3 3 3 3 3 3 / 4 4 4 4 4 4 / 5 5 5 5 5 5 / 6 6 6 6 6 6 / 7 7 7 7 7 7 / 8 8 8 8 8 8 / 9 9 9 9 9 9

15. Males: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

16. Females: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

17. Regular: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

18. Disad.: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

19. Handicap: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

20. SECOND O.E. CODE: 0 0 0 0 0 0 / 1 1 1 1 1 1 / 2 2 2 2 2 2 / 3 3 3 3 3 3 / 4 4 4 4 4 4 / 5 5 5 5 5 5 / 6 6 6 6 6 6 / 7 7 7 7 7 7 / 8 8 8 8 8 8 / 9 9 9 9 9 9

21. Males: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

22. Females: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

23. Regular: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

24. Disad.: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

25. Handicap: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

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| 26. THIRD O.E. CODE | 27. Males | 28. Females | 29. Regular | 30. Disad. | 31. Handicap |
|---|---|---|---|---|---|
| | | | | | |

| 32. FOURTH O.E. CODE | 33. Males | 34. Females | 35. Regular | 36. Disad. | 37. Handicap |
|---|---|---|---|---|---|
| | | | | | |

| 38. FIFTH O.E. CODE | 39. Males | 40. Females | 41. Regular | 42. Disad. | 43. Handicap |
|---|---|---|---|---|---|
| | | | | | |

| 44. SIXTH O.E. CODE | 45. Males | 46. Females | 47. Regular | 48. Disad. | 49. Handicap |
|---|---|---|---|---|---|
| | | | | | |

| 50. SEVENTH O.E. CODE | 51. Males | 52. Females | 53. Regular | 54. Disad. | 55. Handicap |
|---|---|---|---|---|---|
| | | | | | |

1. Teacher's Name - Enter full name of the principal class instructor or name of the coordinator where there is a series of short blocks of instructions making up the course.

2. Division Name - Enter the name of the school division where classes were taught.

3. Course Name - Give course title.

4. Closing Date of Course - Give the date of the last class meeting.

5. Program Type - Indicate whether the adult program is preparatory, supplementary, or apprenticeship. (Definitions of adult preparatory, adult supplementary, and adult apprenticeship programs are given on the next page.)

6. Reason for Course Offering - Choose the most appropriate reason for offering the course.

7. Division Code - Give three-digit code for the school division where the course was located. (Division code listed in Appendix B of this guide.)

8. School Code - If the course was located at a school, give the four-digit code for that school. If the course was not located at a school, enter the number 9999.

9. Teacher's Social Security Number - Enter the social security number of the individual named in item 1.

10. Total Sessions - Give the total number of class sessions.

11. Total Course Hours - Give the total number of instructional hours.

12. Total Employed - Give the total number of students who are known to be employed at the time this report is completed.

13. Total Unemployed - Give the total number of students who are known to be unemployed at the time this report is completed.

This form provides for reporting a maximum of seven different O.E. Codes for this course. No more than seven O.E. Codes should be used for a given course. Report the students in the most appropriate O.E. Codes. O.E. Codes are listed in Appendix A of this guide. All O.E. Codes used on a form should be within the same vocational service.

14. First O.E. Code - Give the first O.E. Code to be listed.

For items 15-19, indicate the number of students for the first O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped. (See definitions following these instructions.)

20. Second O.E. Code - If there is more than one O.E. Code, enter the second O.E. Code in item 20.

For items 21-25, indicate the number of students for the second O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

26. Third O.E. Code - If there is a third O.E. Code enter it in item 26.

For items 27-31, indicate the number of students for the third O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

32. Fourth O.E. Code - If there is a fourth O.E. Code enter it in item 32.

For items 33-37, indicate the number of students for the fourth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

38. Fifth O.E. Code - If there is a fifth O.E. Code, enter it in item 38.

For items 39-43, indicate the number of students for the fifth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

44. Sixth O.E. Code - If there is a sixth O.E. Code, enter it in item 44.

For items 45-49 indicate the number of students for the sixth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

50. Seventh O.E. Code - If there is a seventh O.E. Code, enter it in item 50.

For items 51-55, indicate the number of students for the seventh O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

Definitions

Adult Preparatory Program - A program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation.

Adult Supplementary Program - A program designed to provide training for persons who have already entered the labor market and need training to be updated, or upgraded to achieve stability or advancement in their current employment (consumer and homemaking classes and Young Homemakers of America are included in this classification).

Adult Apprenticeship Program - Occupational training undertaken by a trade or industry in cooperation with a public school for high school graduates only. Student works under a written agreement and is paid a graduated percentage of the journeyman wage while in training.

Regular Students - Persons who are neither disadvantaged nor handicapped.

Disadvantaged Students - Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

Handicapped Students - Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

O.E. Code - Refers to the career objective for which the student is trained. Determine the proper O.E. Code number from Appendix A of this guide.

VIRGINIA VOCATIONAL EDUCATION
STUDENT COMPLETION FORM, VERS 3.2

The VERS 3.2 form is used to collect information from students who complete a high school vocational education program. graduate from high school or withdraw from high school with marketable skills. This information provides the basis for the follow-up of these students.

The VERS 3.2 form is an individual student form. It contains a section to be completed by the teacher and a section to be completed by the student.

INSTRUCTIONS FOR TEACHERS

1. Items 5 through 19 of this form are to be completed by students on or about May 1. Students who are absent on that day should complete the form as soon as they return to class. Items 1 through 4 will be completed by the teacher.

2. A form should be completed by each student who can be classified in one of the following five categories at the close of this school year: (See Exceptions and Definitions of Program Completions below)

   A. Will complete a vocational program and graduate this year.
   B. Will complete a vocational program this year, but graduate in a future year.
   C. Completed a vocational program and withdrew from school without graduating.
   D. Did not complete a vocational program but will graduate this year and is employed fulltime in field of training or a related field.
   E. Withdrew from the vocational program without completing, left this school, and is employed fulltime in field of training or a related field.

   Exceptions:

   a. Business Education: the form should not be completed by students who have been enrolled in only the general business or beginning typewriting courses.

   b. Consumer and Homemaking Education: the form should not be completed by students in any course which is a part of the Consumer and Homemaking Education program.

   c. Industrial Arts Education: the form should not be completed by students enrolled in Industrial Arts Education.

   Definitions of Program Completion at the Secondary Level

   Agricultural Education: Students completing the requirements of an approved agricultural education occupational program of three or more years duration, (May be only two years duration if taught at a vocational center that operates on the basis of three consecutive periods

of instruction daily for each course)

or

completion of an approved senior intensified vocational education program of occupational preparation.

Business Education: Students completing a minimum of three courses in an approved business education occupational program,

or

completion of an approved senior intensified vocational education program of occupational preparation.

Distributive Education: Students completing the requirements of an approved distributive education occupational program of one or more years duration, (Students other than Seniors should not be reported as completions if it is known that they will continue in a D. E. program the following year)

or

completion of an approved senior intensified vocational education program of occupational preparation.

Home Economics Education

Occupational Home Economics: Students completing the requirements of an approved occupational home economics program which is one or more years duration based upon the level of competency needed for job entry,

or

completion of an approved senior intensified vocational education program of occupational preparation.

Trade and Industrial Education: Students completing the requirements of an approved trade and industrial education program (health included) which is one or more years duration based upon the level of competency needed for job entry,

or

completion of an approved senior intensified vocational education program of occupational preparation.

3. Write the name of the school and the name of the student (for each student who qualifies under one of the five categories in item 2 on the previous page)in the spaces provided in the upper right-hand corner of the form. This is to be done prior to the day the students are to complete the forms. If the student is no longer in the school, you should obtain the necessary information and complete the form for the student.

4. On the day before you plan to use the form, ask the students to:

   a. bring a #2 pencil to use in filling out the form.

   b. know the correct address and telephone number at which they can be contacted for the follow-up.

   c. bring their social security number if they have one.

5. If some students do not have their correct address, telephone number or social security number on the day the forms are completed, keep their forms separate and have the students fill in the missing information the following day.

6. Please study the teacher's script included in this guide. It is written so that you may read it verbatim to your classes. Several items in the script contain blanks. Fill in the blanks provided in items 5 and 6 before class. Use your judgment as to the method of presentation.

7. Students enrolled in a program in another school, such as a vocational center, should use the codes for the school where the program is offered (items 5 and 6), as well as the code for their home high school division (item 7).

8. Listings of special codes which you will need are included in the Appendices of this guide.

   Appendix A: O.E. Codes ( U.S. Office of Education Codes) and Vocational Education Course Codes

   Appendix B: Division Codes

# VIRGINIA VOCATIONAL EDUCATION STUDENT COMPLETION FORM VERS 3.2

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

READ THE INSTRUCTIONS PRINTED ON BACK OF THIS FORM.

**TEACHER ONLY**

1. Status: A, B, C, D, E

2. Graduation — Month: Jan, Feb, Mar, Apr, May, June, July, Aug, Sep, Oct, Nov, Dec — Year: '75, '76, '77, '78, '79

3. Co-op: YES, NO

4. Classification: A, B, C

Student Name:

School Name:

5. Div. Code

6. School Code

7. Home Div. Code

8. O.E. Code

9. Home Telephone

10. LAST NAME FIRST NAME MI

11. STREET ADDRESS, P.O. BOX or ROUTE No.

12. CITY, TOWN or POST OFFICE

13. STATE: VA, DC, KY, MD, NC, TN, W Va

14. Zip Code

15. Age

16. SEX: Male, Female

17. STUDENT'S S.S. No.

18. Ethnic Origin: Black, Caucasian, Other

19. Last Grade Completed: 7 or below, 8, 9, 10, 11, 12

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TEACHER'S SCRIPT FOR GIVING
INSTRUCTIONS TO STUDENTS

*Script type may be read to the students;* regular type is instructions or explanations provided for your benefit.

Write answers to items 5, 6, 7, and 8 on chalkboard. As class begins, be sure all students have #2 pencils. Ball point pens cannot be used.

*We have been asked by the State Department of Education to complete a student completion form today. This school division receives state and federal funds to help finance its vocational programs. In order for the State Department of Education in Richmond and the U. S. Office of Education in Washington, D. C. to plan and budget for vocational education, they must have certain information concerning the students enrolled in the programs throughout the state. The information you are being asked to give may be available but not necessarily in the form needed by these agencies. The information given will be kept strictly confidential. It is important that you fill out the form correctly today because the information on it will be used to contact many of you approximately six months after you graduate from high school. At that time you will receive a questionnaire asking for information such as your present job, where you work, kind of skills you are using, etc. I encourage you to complete the form when it arrives and return it. The information will be valuable for improving vocational programs in the future in this school as well as across the state.*

Pass out the forms to those students whose names you have written on the forms. *As you receive the form check your name on the upper right hand corner, read the brief instructions on the back of the form and notice the sample marks. Be sure to mark the form as shown. COMPLETELY BLACKEN THE CIRCLES. MAKE ONLY ONE MARK IN EACH COLUMN. DO NOT EXTEND A MARK INTO AN ADJACENT CIRCLE. If you make an error, be sure to erase it completely.*

ITEMS 1-4 SHOULD BE COMPLETED BY THE INSTRUCTOR AFTER THE STUDENT COMPLETES ITEMS 5-19.

Instructions for completing items 1 through 4 begin on page 28 of this guide.

Item 5 - Division Code

*I have written on the chalkboard the code for the division where your classes are located. Enter _____ in item 5 and blacken in the proper circle below each number.* Obtain the division number from the list of Division Codes included in Appendix B of this guide. Students not familiar with this type of optical scanning form should be warned to be careful to stay within the small circles around the letters or numbers.

Item 6 - School Code

*In item 6, enter _____ as shown on the board and blacken in the proper circle below each number.* Obtain the school code from the VERS coordinator for your division. The VERS Coordinator will have the State list of school codes for the current school year.

Item 7 - Home Division Code

*Fill in the division code of your home school division.* Obtain the appropriate division codes from the list of Division Codes in Appendix B of this guide and write them on the chalkboard. If a student's home school division is the same school division where the vocational education courses are offered, his home school division code (item 7) is the same as in item 5.

Item 8 - O. E. Code

*Item 8 is the Office of Education code. This code refers to the occupation for which you are being trained.* Obtain the code numbers from the list of O. E. Codes (Appendix A) and write them on the board. Students in a given class of business education, distributive education, or ICT may have different codes, but all should

be within the same vocational service. Use only the codes listed.

Item 9 - Telephone Number

*Enter the telephone number for your permanent address in the boxes (do not enter area code) and blacken in the proper circles below.*

Item 10 - Student's Name

*Item 10 is your name. Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial.* Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. *After you have printed your complete name, blacken the circle corresponding to each letter of your name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any circle below the empty boxes.*

Item 11 - Premanent Street Address, P. O. Box, or Route and Box

*Item 11 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. Those forms will be sent to the address given in item 11. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary Blacken in the correct circle in the columns below the letters or numbers in the address.*

Item 12 and 13 - City, Town, or Post Office and State

*Items 12 and 13 are the city, town or post office and state in which your mail is received. Print the city name in item 12 and then blacken in the circle corresponding to each letter. Indicate the state in item 13 by marking the circle corresponding to the correct state.*

Item 14 - Zip Code

*The zip code is item 14. Be sure to put in the correct code number and then blacken the circles below.*

Item 15 - Age

*Age is item 15. This is your age as of May 1 of the current school year. Write in your age and blacken the proper circle below each number.*

Item 16 - Sex

*Blacken the circle corresponding to your sex in item 16.*

Item 17 - Social Security Number

*Item 17 calls for your social security number. This will be used for identification purposes only. If you do not have a number, leave the space entirely blank. Enter only the numbers, do not put in the hyphens. Do not skip any spaces in the number. Blacken in the proper circle below each number.* Remember, social security numbers are on driver's licenses and may be on other identification cards. If some students do not want to give their social security number, tell them to leave the space blank.

Item 18 - Ethnic Group

*Item 18 is ethnic group. If you consider yourself of African or Negroid origin mark Black. Those of you who consider yourself Caucasians or white should mark Caucasian. If you consider yourself of another ethnic group not previously mentioned*

*mark Other.* Some students may not wish to indicate their ethnic group. Do not insist that this item be completed by the students. It should be completed by teachers if not completed by the students.

Item 19 - Last Grade Completed

*For item 19, mark the circle corresponding to the last grade completed as of the end of this school year.* This is the student's actual grade and not the grade for which your course is normally offered.

*This completes your section of the form. Take a minute now to be sure you have made a code mark in the proper circle corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column.*

*I will complete items 1, 2, 3, and 4. They deal with some additional information about your graduation date and this program.*

ITEMS 1-4 SHOULD BE COMPLETED BY THE INSTRUCTOR AFTER THE STUDENT COMPLETES ITEMS 5-19

Item 1 - Student Status

As indicated previously, a form should be completed by each student who can be classified in one of the following five categories. Mark the correct circle indicating the status of this student.

A. Will complete a vocational program and graduate this year.
B. Will Complete a vocational program this year, but will graduate in a future year.
C. Completed a vocational program and withdrew from school without graduating.
D. Did not complete a vocational program but will graduate this year and is employed fulltime in field of training or related field.
E. Withdrew from the vocational program without completing, left this school, and is employed fulltime in field of training or a related field.

Item 2 - Graduation Date

Mark the correct circles to indicate the month and year this student will (did) graduate. If the student will (did) not graduate, leave this item blank.

Item 3 - Co-op Program

Is this student participating in co-op on-the-job training related to your vocational program?

Item 4 - Classification of Student

Indicate the student's classification: (see definitions below)

Mark "A" if the student is considered "Regular"
Mark "B" if the student is considered "Disadvantaged"
Mark "C" if the student is considered "Handicapped"

Definitions:

A. Regular: Persons who are considered neither disadvantaged nor handicapped.

B. Disadvantaged: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

C. Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in the regular program who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

VIRGINIA VOCATIONAL EDUCATION
ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.3A and 5.3B

INSTRUCTIONS FOR TEACHERS

These forms are to be completed by students who have fulfilled the requirements for completion of an adult preparatory program. Listed below are definitions of program completions for each vocational service and the instructions for completing the form. The information given will be kept strictly confidential. All forms should be in the State Office not later than June 1.

Requirements for Program Completion at the Adult Level

Business Education A student who has finished the sequence of courses for one of the preparatory occupational programs,

or

A student who has met the requirements of the most advanced course in typewriting and completed one additional course in office education.

Distributive Education A person who earns the certificate or diploma granted at the completion of the following: (1) a single course of ten hours or more in length in the DE preparatory adult program ("Training for Part-Time Employment" course is excluded), or (2) all required course hours in DE preparatory adult diploma program.

Home Economics Education A student who completes the requirements of any approvable course in occupational home economics.

Trade and Industrial Education A student who completes a preparatory program consisting of a unit or a series of units of combined classroom and shop learning experiences or practical work experiences satisfying the requirements of a vocational objective leading to employment.

Instructions For Completing
VERS 5.3A and 5.3B

VERS 5.3A - Students Completing Reimbursed Adult Preparatory Programs

The form VERS 5.3A (brown color) is to be completed by students as they complete the requirements of a reimbursed adult preparatory program. The individual in each school division designated to handle reimbursement for adult vocational programs will receive the forms from the appropriate state supervisor. You should obtain copies of the form from this individual. After the student completes the form, return it to the same individual. He will send the form to the appropriate state supervisor.

# VIRGINIA VOCATIONAL EDUCATION ADULT PREPARATORY
## STUDENT COMPLETION FORM VERS 5.3A
(For Reimbursed Courses)

1. Division Name: _____
2. Teacher's Name: _____

**3. Start/Completion Date of Student Program**

| A. START Month | A. START Year | B. COMPLETION Month | B. COMPLETION Year |
|---|---|---|---|
| ○ Jan. | ○ '70 | ○ Jan. | ○ '75 |
| ○ Feb. | ○ '71 | ○ Feb. | ○ '76 |
| ○ Mar. | ○ '72 | ○ Mar. | ○ '77 |
| ○ Apr. | ○ '73 | ○ Apr. | ○ '78 |
| ○ May | ○ '74 | ○ May | ○ '79 |
| ○ June | ○ '75 | ○ June | ○ '80 |
| ○ July | ○ '76 | ○ July | |
| ○ Aug. | | ○ Aug. | |
| ○ Sept. | | ○ Sept. | |
| ○ Oct. | | ○ Oct. | |
| ○ Nov. | | ○ Nov. | |
| ○ Dec. | | ○ Dec. | |

4. Student's S.S. No.

5. Div. Code

6. Home Div. Code

7. Student's Phone No.

8. LAST NAME, FIRST NAME, M.I.

9. Street Address, P.O. Box, or Route & Box No.

10. CITY, TOWN, or POST OFFICE

11. STATE
- ○ VA
- ○ DC
- ○ KY
- ○ MD
- ○ NC
- ○ TN
- ○ W. Va.

12. ZIP CODE

13. O.E. Code

14. Age

15. Educ.

16. SEX
- ○ Male
- ○ Female

17. TEACHERS ONLY

| a. Classification | b. Program |
|---|---|
| ○ A ○ B ○ C | ○ A ○ B ○ C |



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# VIRGINIA VOCATIONAL EDUCATION ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.3B

(For Non-Reimbursed Courses)

1. Division Name:

2. Teacher's Name:

3. Start/Completion Date of Student Program

| A. START Month | A. START Year | B. COMPLETION Month | B. COMPLETION Year |
|---|---|---|---|
| Jan. | '70 | Jan. | '75 |
| Feb. | '71 | Feb. | '76 |
| Mar. | '72 | Mar. | '77 |
| Apr. | '73 | Apr. | '78 |
| May | '74 | May | '79 |
| June | '75 | June | '80 |
| July | '76 | July | |
| Aug. | | Aug. | |
| Sept. | | Sept. | |
| Oct. | | Oct. | |
| Nov. | | Nov. | |
| Dec. | | Dec. | |

4. Student's S.S. No.

5. Div. Code

6. Home Div. Code

7. Student's Phone No.

8. LAST NAME, FIRST NAME, M.I.

9. Street Address, P.O. Box, or Route & Box No.

10. CITY, TOWN, or POST OFFICE

11. STATE

- VA
- DC
- KY
- MD
- NC
- TN
- W. Va.

12. ZIP CODE

13. O.E. Code

14. Age

15. Educ.

16. SEX

- Male
- Female

17. TEACHERS ONLY

| a. Classification | b. Program |
|---|---|
| A B C | A B C |



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VERS 5.3B - Students Completing Non-Reimbursed Adult Preparatory Programs

The form VERS 5.3B (purple color) is to be completed by students as they complete the requirements of adult preparatory program. The local VERS Coordinator will receive this form from the State Coordinator of Vocational Education Research and Statistics. You should obtain copies of the form from your local VERS coordinator. After the student completes the form, return it to the VERS coordinator. He will send the form to the state office for tabulation.

Item by Item Script
for VERS 5.3A and 5.3B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

*Portions of the following instructions are written in script form for your convenience in reading to the student.* The portions in regular type are instructions or explanations for your benefit.

After each student has a copy of the form, allow him time to read the instructions on the back of the form.

1. Division Name - *Give name of school division where classes were taught.*
2. Teacher's Name - *Enter full name of the principal class instructor.*
3. Start/End Dates of Your Program - *Mark the month and year that your program began and the month and year that your program was completed.*
4. Social Security Number - *Enter your social security number. If you do not have a number, leave it blank.*
5. Division Code - *The code for this school division is* _____. Give the three-digit code for the school division where the classes were located. Obtain the division code numbers from the list of Division Codes in Appendix B.
6. Home Division Code - *If the division code in item 5 is not the code for the school division in which you live, fill in your home division code, otherwise leave this item blank.* Provide when necessary the home division code numbers to the students. Out-of-state students should use 999 for the home division code.

7. Phone Number - *Give your permanent home telephone number.*

8. Student's Name - *Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial.* Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. *After you have printed your complete name, blacken the circle corresponding to each letter of your name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any circle below the empty boxes.*

9. Address - *Item 9 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. These follow-up forms will be sent to the address given in item 9. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct circle in the columns below the letters or numbers in the address.*

10. City - *Give the city, town, or post office in which your mail is received.*

11. State - *Mark the State in which your city, town, or post office is located.*

12. Zip Code - *Enter the correct code number.*

13. O.E. Code - *Give the six-digit code referring to the career objective for which you are being trained in this program.* A list of O. E. Codes is provided in Appendix A. Choose the appropriate code from the list--no other codes can be accepted.

14. Age - *Give your age as of your last birthday.*

15. Education - *Give the level of your highest year of education.*

16. Sex - *Fill in the circle corresponding to your sex.*

Item 17 should be completed by the instructor.

17a. Classification - Refers to student classification. Definitions of classification are given below. Mark only one.

Mark "A" if the student is considered "Regular".
Mark "B" if the student is considered "Disadvantaged".
Mark "C" if the student is considered "Handicapped".

Definitions

Regular: Persons who are considered neither disadvantaged nor handicapped.

Disadvantaged: Persons who have academic, socioeconomics, cultural or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

17b. Program - Refers to program designation. Indicated how the program is designated.

Mark only one.

Mark "A" if the program in which this student is participating is a "regular" class.
Mark "B" if the program in which this student is participating is specially designed for "disadvantaged" students.
Mark "C" if the program in which this student is participating is specially designed for "handicapped" students.

APPENDIX A

O.E. CODES AND VOCATIONAL EDUCATION COURSE CODES
VIRGINIA STATE DEPARTMENT OF EDUCATION
TEACHER'S DAILY ASSIGNMENT CODES LIST 1975-76

Agricultural Education Occupational Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 010100 | Agricultural Production | 8010 | Agricultural Production III |
| | | 8012 | Agricultural Production IV |
| | | 8014 | Agricultural Production V |
| 010200 | Agricultural Supplies and Services | 8022 | Agricultural Business III |
| | | 8024 | Agricultural Business IV |
| | | 8026 | Agricultural Business V |
| 010300 | Agricultural Mechanics | 8016 | Agricultural Machinery Services III |
| | | 8018 | Agricultural Machinery Services IV |
| | | 8020 | Agricultural Machinery Services V |
| 010400 | Agricultural Products | 8028 | Agricultural Processing and Marketing III |
| | | 8030 | Agricultural Processing and Marketing IV |
| | | 8032 | Agricultural Processing and Marketing V |
| 010500 | Ornamental Horticulture | 8034 | Ornamental Horticulture III |
| | | 8036 | Ornamental Horticulture IV |
| | | 8038 | Ornamental Horticulture V |
| 010600 | Agricultural Resources | 8040 | Natural Resources Management III |
| | or | 8042 | Natural Resources Management IV |
| 010700 | Forestry | 8044 | Natural Resources Management V |
| | | | (List under the most appropriate OE Code.) |
| 019900 | Other - Agriculture | 8006 | Agricultural Science and Mechanics I |
| | | 8008 | Agricultural Science and Mechanics II |
| | | 8050 | Agriculture - Special Needs |
| | | 8070 | General Mechanics - Special Needs - (Disadvantaged) |
| | | 8053 | Agricultural Education for the Handicapped |

Agricultural Education Senior Intensified Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 010500 | Ornamental Horticulture | 8051 | Turf Management Coop. |
| | | 8051 | Turf Management Non-Coop. |

Agricultural Education Senior Intensified Programs (Continued)

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 010300 | Agricultural Mechanics | 8052 | Farm Equipment Oper. Coop. |
| | | 8052 | Farm Equipment Oper. Non-Coop. |

Agricultural Orientation and Exploration Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 019999 | Exploratory or Orientation | 8002 | Exploratory Agriculture - Grade 6 - (18 wks) |
| | | 8003 | Exploratory Agriculture - Grade 7 - (18 wks) |
| | | 8004 | Exploratory Agriculture - Grade 8 - (18 or 36 wks) |

Business Education Occupational Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 140100 | Accounting and Computing Occupations | *6110 | General Business - (18 or 36 weeks) |
| | | 6151 | Beginning Typewriting |
| | | 6340 | Clerical Accounting I (block) |
| | | 6350 | Clerical Accounting II (block) |
| | | | or |
| | | *6110 | General Business |
| | | 6151 | Beginning Typewriting |
| | | 6311 | Bookkeeping, Beginning |
| | | 6315 | Bookkeeping, Advanced |
| | | 6410 | Office and Clerical Practice |
| | | | or |
| | | 6500 | Vocational Office Training |
| 140200 | Business Data Processing Systems Occupations | *6110 | General Business |
| | | 6151 | Beginning Typewriting |
| | | 6640 | Business Data Processing I (block) |
| | | 6650 | Business Data Processing II (block) |
| 140300 | Filing, Office Machines, General Clerical Occupations Reprographics | *6110 | General Business |
| | | 6151 | Beginning Typewriting |
| | | 6710 | Filing I or 6660 Reprograph I |
| | | 6720 | Filing II or 6670 Reprograph II |
| | | | or |
| | | *6110 | General Business |
| | | 6151 | Beginning Typewriting |
| | | 6154 | Advanced Typewriting |
| | | 6311 | Beginning Bookkeeping |
| | | | or |
| | | 6330 | Recordkeeping I |
| | | 6410 | Office and Clerical Practice |
| | | | or |
| | | 6500 | Vocational Office Training |
| | | 6420 | Office Procedure |

*General Business students at the ninth grade level will be reported as O.E. Code 149999. General Business students enrolled at other grade levels will not be reported.

Business Education Occupational Programs (Continued)

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 140100 | Office Services - | 6740 | Office Services I (block) |
| 140300 | Disadvantaged | 6741 | Office Services II (block) |
| | | 6742 | Office Services III (block) |
| | Office Services-Handicapped | 6745 | Business Education for Handicapped |
| 140700 | Stenographic, Secretarial and Related Occupations | *6110 | General Business |
| | | 6151 | Beginning Typewriting |
| | | 6250 | Stenography I (block) |
| | | 6260 | Steno. II (block) or 6730 Med.Off.Pro. or or 6735 Leg.Off.Pro. |
| | | *6110 | General Business |
| | | 6151 | Beginning Typewriting |
| | | 6154 | Advanced Typewriting |
| | | 6211 | Shorthand, Beginning |
| | | 6215 | Shorthand, Advanced |
| | | 6410 | Office and Clerical Practice or |
| | | 6500 | Vocational Office Training |
| 140900 | Typing and Related Occupations | *6110 | General Business |
| | | 6151 | Beginning Typewriting |
| | | 6159 | Clerk-Typist I(block) |
| | | 6160 | Clerk-Typist II or |
| | | *6110 | General Business |
| | | 6151 | Beginning Typewriting |
| | | 6154 | Advanced Typewriting |
| | | 6410 | Office and Clerical Practice or |
| | | 6500 | Vocational Office Training |

Business Education Senior Intensified Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 140300 | Filing, Office Machine, General Clerical Occuptions Reprographics | 6750 | Office Clerk Coop. |
| | | 6750 | Office Clerk Non-Coop. |

Business Education Orientation and Exploration

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 149999 | Business Exploration | 6109 | Business Exploration |
| | | 6320 | Accounting - Grade 12 |
| | | 6430 | Office Supervision and Management |
| | | 6611 | Survey of Data Processing |

*General Business students at the ninth grade level will be reported as O.E. Code 149999. General Business students enrolled at other grade levels will not be reported.

Business Education for Adult Classes Only

| O.E. Codes | | Course Codes and Titles |
|---|---|---|
| 140600 | Personnel Training and Related Occupations | |
| 140800 | Supervisory and Administrative Management Occupations | |

Distributive Education Occupational Programs

| O.E. Codes | | Occupational Preparation Programs (Coop) | Course Codes and Titles | |
|---|---|---|---|---|
| 040100 | Advertising Serv | DE Coop. Program | 8120 | DE II - Grade 11 |
| 040200 | Apparel & Acces | | 8130 | DE III - Grade 12 |
| 040300 | Automotive | | 8140 | DE II Coop. - Grade 11 - Disadvantaged |
| 040400 | Finance & Credit | | | |
| 040500 | Floristry | | 8141 | DE II Coop. - Grade 12 - Disadvantaged |
| 040600 | Food Distribution | | | |
| 040700 | Food Services | | 8160 | DE for Handicapped |
| 040800 | Gen Merchandise | Use Appropriate O.E. Code For Each Student's Career Objective | | |
| 040900 | Hdwe Bldg | | | |
| 041000 | Home Furnishings | | | |
| 041100 | Hotel & Lodging | Marketing | 8132 | Marketing I - Grade 11 |
| 041200 | Industrial Marketing | | 8134 | Marketing II - Grade 12 |
| 041300 | Insurance | | | |
| 041400 | International Trade | Use Appropriate O.E. Code For Each Student's Career Objective | | |
| 041500 | Personal Services | | | |
| 041600 | Petroleum | | | |
| 041700 | Real Estate | | | |
| 041800 | Recreation & Tourism | | | |
| 041900 | Transportation | | | |
| 042000 | Wholesaling | | | |
| 049998 | Radio-TV Broadcasting | | | |
| 049999 | Explor or Orientation | | | |
| 049900 | Other (Occup in DE coop not classified elsewhere) | | | |
| 041600 | Petroleum | Petroleum Marketing | **8148 | Petroleum Marketing - Grade 12 |
| 040600 | Food Distribution | Food Distribution | **8142 | Food Distribution - Grade 12 |
| | | | **8143 | Food Distribution - Grade 12 - Disadvantaged |
| 040700 | Food Services | Hotel-Motel Management | **8146 | Hotel-Motel Management - Grade 12 |

**Courses approved for special school divisions.

Distributive Education Occupational Programs (Continued)

| O.E. Codes | | Occupational Preparation Programs (Coop) | Course Codes and Titles |
|---|---|---|---|
| 041100 | Hotel & Lodging | | |
| 041500 | Personal Services | | |
| | or | | |
| 041800 | Recreation & Tourism | | |
| 049998 | Radio-TV Broadcast | Radio-TV Broadcasting | **8161 Radio & TV I - Grade 9 |
| | | | **8162 Radio & TV II - Grade 10 |
| | | | **8163 Radio & TV III - Grade 11 |
| | | | **8164 Radio & TV IV - Grade 12 |

Distributive Education Senior Intensified Programs

| O.E. Codes | Course Codes and Titles |
|---|---|
| Use Appropriate O.E. Code | 8149 Retail Selling Non-Coop. |

Distributive Education Orientation and Exploration Programs

| O.E. Codes | | | Course Codes and Titles |
|---|---|---|---|
| 040100 | Advertising Serv | Education for Employment | 8157 Educa. for Employ. - Grade 7 - Disadvantaged |
| 040200 | Apparel & Acces | | |
| 040300 | Automotive | | 8158 Educa. for Employ. - Grade 8 - Disadvantaged |
| 040400 | Finance & Credit | | |
| 040500 | Floristry | | 8159 Educa. for Employ. - Grade 9 - Disadvantaged |
| 040600 | Food Distribution | | |
| 040700 | Food Services | | |
| 040800 | Gen Merchandise | Use Appropriate O.E. Code For Each Student's Career Objective | |
| 040900 | Hdwe Bldg | | |
| 041000 | Home Furnishings | | |
| 041100 | Hotel & Lodging | DE I Preparatory | 8110 DE I Preparatory - Grade 10 |
| 041200 | Industrial Marketing | | |
| 041300 | Insurance | | |
| 041400 | International Trade | Use Appropriate O.E. Code For Each Student's Career Objective | |
| 041500 | Personal Services | | |
| 041600 | Petroleum | | |
| 041700 | Real Estate | | |
| 041800 | Recreation & Tourism | | |
| 041900 | Transportation | | |
| 042000 | Wholesaling | | |

**Courses approved for special school divisions.

Distributive Education Orientation and Exploration Programs (Continued)

| O.E. Codes | | | Course Codes and Titles | |
|---|---|---|---|---|
| 049998 | Radio-TV Broadcasting | | | |
| 049999 | Explor. or Orientation | | | |
| 049900 | Other (Occup in DE coop not classified elsewhere) | | | |
| 040200 | Apparel & Acces | Fashion Merchandising | 8144 | Fashion Merchandising - Grade 12 |
| 040800 | Gen Merchandise | | | |

Home Economice Education Occupational Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| | | Recommended Prerequisites for Home Economics Occupational Programs: Consumer and Homemaking I & II | |
| Use Appropriate O.E. Code | | 8224 | Occ. H. E. Cluster I - Disadv. |
| | | 8225 | Occ. H. E. Cluster II - Disadv. |
| 090201 | Child Care Services | 8285 | Child Care Occupations I |
| | | 8286 | Child Care Occupations II |
| | | 8287 | Child Care Occ. I - Disadv. |
| | | 8288 | Child Care Occ. II - Disadv. |
| 090202 | Clothing Services | 8280 | Clothing Occupations I |
| | | 8281 | Clothing Occupations II |
| | | 8282 | Clothing Occ. I - Disadv. |
| | | 8283 | Clothing Occ. II - Disadv. |
| 090203 | Food Services | 8275 | Food Occupations I |
| | | 8276 | Food Occupations II |
| | | 8277 | Food Occ. I - Disadv. |
| | | 8278 | Food Occ. II - Disadv. |
| 090204 | Home Furnishings Services | 8295 | Home Furnishings Occupations I |
| | | 8296 | Home Furnishings Occupations II |
| | | 8298 | Home Furnishings I - Disadv. |
| | | 8299 | Home Furnishings II - Disadv. |
| 090205 | Home & Institutional Services | 8290 | Home and Instit. Occupations I |
| | | 8291 | Home and Instit. Occupations II |
| | | 8292 | Home and Instit. Occ. I - Disadv. |
| | | 8293 | Home and Instit. Occ. II - Disadv. |
| Use appropriate O.E. Codes-Handicapped | | 8222 | Occ. Home Ec. for Handicapped |

## Home Economics Education Senior Intensified Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 090203 | Food Services | 8279 | Catering Specialist Coop. |
| | | 8279 | Catering Specialist Non-Coop. |
| 090202 | Clothing Services | 8283 | Fashion Specialist - Coop. |
| | | 8283 | Fashion Specialist - Non-Coop. |

## Consumer and Homemaking Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 090101 | Consumer & Homemaking | 8230 | Homemaking I |
| | | 8240 | Homemaking II |
| | | 8250 | Homemaking III |
| | | 8260 | Homemaking IV |
| | Family Living | 8270 | Homemaking V (Non-Sequential) |
| 090103 | Clothing Management | *8241 | Clothing I |
| 090103 | Clothing Management | *8242 | Clothing II |
| 090107 | Food Management | *8246 | Foods I |
| 090107 | Food Management | *8247 | Foods II |

| O.E. Codes | Specialized Areas | Course Codes and Titles | |
|---|---|---|---|
| 090101 | Consumer and Homemaking | 8230 | Homemaking I |
| 090101 | Consumer and Homemaking | 8240 | Homemaking II |
| 090102 | Child Development | 8284 | Child Development - 18 wks. |
| 090101 | Consumer and Homemaking | 8230 | Homemaking I |
| 090101 | Consumer and Homemaking | 8240 | Homemaking II |
| 090103 | Clothing Management | 8274 | Clothing Management - 18 wks. |
| 090101 | Consumer and Homemaking | 8230 | Homemaking I |
| 090101 | Consumer and Homemaking | 8240 | Homemaking II |
| 090108 | Consumer Economics - Home Manage. | 8271 | Consumer Economics - Home Management - 18 wks. |
| 090101 | Consumer and Homemaking | 8230 | Homemaking I |
| 090101 | Consumer and Homemaking | 8240 | Homemaking II |
| 090101 | Marriage and the Family | 8272 | Marriage & the Family - 18 wks. |
| 090101 | Consumer and Homemaking | 8230 | Homemaking I |
| 090101 | Consumer and Homemaking | 8240 | Homemaking II |
| 090107 | Food Management | 8273 | Food Management - 18 wks. |
| 090101 | Consumer and Homemaking | 8230 | Homemaking I |
| 090101 | Consumer and Homemaking | 8240 | Homemaking II |
| 090109 | Home Furnishings & Housing | 8297 | Home Furnishings & Housing - 18 wks. |

*Courses approved by State Board of Education for specific school divisions.

## Home Economics Orientation and Exploration Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| (Non-Sequential Offerings) | | | |
| 090999 | Intermediate Consumer & Homemaking | 8205 | Homemaking Grade 6 - 18 wks. |
| | | 8206 | Homemaking Grade 7 - 18 wks. |
| | | 8207 | Homemaking Grade 7 - less than 18 wks. |
| | | 8208 | Homemaking Grade 7 - 36 wks. |
| | | 8210 | Homemaking Grade 8 - 18 wks. |
| 090199 | Home Economics - Homemaking | 8220 | Home Economics - Adapted - 36 wks. |
| 090999 | Home Economics Occupational Expl. | 8221 | Home Economics - Occupational Exploration - 36 wks. |

## Industrial Arts Orientation and Exploration

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 109999 | Industrial | 8464 | Exploring Technology - 18 wks. |
| | | 8461 | Exploring Techn. - 18 wks. or 36 wks. |
| | | 8462 | Modern Industry and Techn. (7-9 grades) |
| | | 8463 | American Industry (7-9 grades) |
| | | 8431 | The World of Construction (7-9 grades) |
| | | 8425 | The World of Manufacturing (8-10 grades) |
| | | 8415 | The World of Communications (9-10 grades) |
| | | 8445 | The World of Transportation (9-10 grades) |

## Trade and Industrial Education Occupational Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 170100 | Air Conditioning & Refrigeration | 8503 | Air Cond. & Refrig. I |
| | | 8504 | Air Cond. & Refrig. II |
| | | 8505 | Air Cond. & Refrig. III |
| 170301 | Auto Body Repair | 8676 | Auto Body Repair I |
| | | 8677 | Auto Body Repair II |
| | | 8678 | Auto Body Repair III |

Trade and Industrial Education Occupational Programs (Continued)

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 170303 | Auto Mechanics | 8506 | Auto Mechanics I |
| | | 8507 | Auto Mechanics II |
| | | 8508 | Auto Mechanics III |
| | | 8710 | Auto Servicing I - Disadv. |
| | | 8711 | Auto Servicing II - Disadv. |
| 171004 | Bricklaying (Masonry) | 8512 | Bricklaying I |
| | | 8513 | Bricklaying II |
| | | 8514 | Bricklaying III |
| | | 8713 | Bricklaying I - Disadv. |
| | | 8714 | Bricklaying II - Disadv. |
| 171099 | Building Trades (Other Construction and Maintenance) | 8515 | Building Trades I |
| | | 8516 | Building Trades II |
| | | 8517 | Building Trades III |
| | | 8716 | Building Trades I - Disadv. |
| | | 8717 | Building Trades II - Disadv. |
| 171001 | Cabinetmaking & Carpentry | 8518 | Carpentry-Cabinet Making I |
| | | 8519 | Carpentry-Cabinet Making II |
| | | 8520 | Carpentry-Cabient Making III |
| 170700 | Commercial Art Occupations | 8570 | Commercial Art I |
| | | 8571 | Commercial Art II |
| | | 8572 | Commercial Art III |
| 172900 | Commercial Foods (Quantity Food Occupations) | 8521 | Commercial Foods I |
| | | 8522 | Commercial Foods II |
| | | 8523 | Commercial Foods III |
| | | 8719 | Commercial Foods I - Disadv. |
| | | 8720 | Commercial Foods II - Disadv. |
| 173300 | Commercial Sewing (Textile Production & Fabrication) | 8524 | Commercial Sewing I |
| | | 8525 | Commercial Sewing II |
| | | 8526 | Commercial Sewing III |
| 172602 | Cosmetology | 8527 | Cosmetology I |
| | | 8528 | Cosmetology II |
| | | 8529 | Cosmetology III |
| 171200 | Diesel Mechanics | 8679 | Diesel Mechanics I |
| 171300 | Drafting Occupations | 8530 | Drafting I |
| | | 8531 | Drafting II |
| | | 8532 | Drafting III |
| 171400 | Electricity (Electrical Occup.) | 8533 | Electricity I |
| | | 8534 | Electricity II |
| | | 8535 | Electricity III |

Trade and Industrial Education Occupational Programs (Continued)

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 171500 | Electronics (Electronic Occupations) | 8536 | Electronics I |
| | | 8537 | Electronics II |
| | | 8538 | Electronics III |
| 070303 | Health Assistant Cluster (Same as Nurses' Assistant) | 8561 | Health Assistant Cluster I - Disadv. |
| | ***Industrial Cooperative Training | 8901 | Industrial Cooperative Tr. I |
| | | 8902 | Industrial Cooperative Tr. II |
| 171099 | Industrial Maintenance Mechanics (Other Construction & Maintenance) | 8575 | Industrial Maint. Mech. I |
| | | 8576 | Industrial Maint. Mech. II |
| | | 8577 | Industrial Maint. Mech. III |
| | ***Industrial Work Experience | 8905 | Industrial Work Experience I - Disadv. |
| | | 8906 | Industrial Work Experience II - Disadv. |
| 172300 | Machine Shop (Metalworking Occupations) | 8539 | Machine Shop I |
| | | 8540 | Machine Shop II |
| | | 8541 | Machine Shop III |
| 171099 | Maintenance & Repair (Other Construction & Maintenance) | 8542 | Maintenance & Repair I - Disadv. |
| | | 8543 | Maintenance & Repair II - Disadv. |
| | | 8544 | Maintenance & Repair III - Disadv. |
| 070904 | Medical Assistants | 8545 | Medical Assistants I |
| | | 8546 | Medical Assistants II |
| | | 8547 | Medical Assistants III |
| 172300 | Metal Trades (Metalworking Occupations) | 8548 | Metal Trades I |
| | | 8549 | Metal Trades II |
| | | 8550 | Metal Trades III |
| | | 8722 | Metal Fabrication I - Disadv. |
| | | 8723 | Metal Fabrication II - Disadv. |
| 179900 | Mine Machinery Repair | 8580 | Mine Machinery Repair I |
| | | 8581 | Mine Machinery Repair II |
| | | 8582 | Mine Machinery Repair III |
| 070303 | Nurses' Aide | 8560 | Nurses' Aide I |
| | | 8562 | Nurses' Aide II |
| 171007 | Plumbing and Pipefitting | 8551 | Plumbing I |
| | | 8552 | Plumbing II |
| | | 8553 | Plumbing III |

***List students by Occupational Code.

Trade and Industrial Education Occupational Programs (Continued)

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 173100 | Power Mechanics (Small Engine Repair) | 8554 | Power Mechanics I |
| | | 8555 | Power Mechanics II |
| | | 8556 | Power Mechanics III |
| | | 8725 | Small Engine Repair I - Disadv. |
| | | 8726 | Small Engine Repair II - Disadv. |
| 070302 | Practical Nursing | 8557 | Practical Nursing I |
| | | 8558 | Practical Nursing II |
| | | 8559 | Practical Nursing III |
| 171900 | Printing (Graphics Arts Occuptaions) | 8660 | Printing I |
| | | 8661 | Printing II |
| | | 8662 | Printing III |
| 172300 | Sheet Metal (Metalworking Occupations) | 8663 | Sheet Metal I |
| | | 8664 | Sheet Metal II |
| | | 8665 | Sheet Metal III |
| 173400 | Shoe Repairing | 8666 | Shoe Repairing I |
| | | 8667 | Shoe Repairing II |
| | | 8668 | Shoe Repairing III |
| 173300 | Tailoring (Textile Production & Fabrication) | 8669 | Tailoring I |
| | | 8670 | Tailoring II |
| | | 8671 | Tailoring III |
| 172300 | Welding (Metalworking Occupations) | 8672 | Welding I |
| | | 8673 | Welding II |
| | | 8674 | Welding III |
| Use Appropriate O.E. Code | | 9011 | T & I Education for Handicapped |

Trade and Industrial Education Senior Intensified Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| Use Appropriate O.E. Code | | 8904 | Ind. Coop. Training Coop. |
| 170302 | Auto Mechanics | 8680 | Tune Up Specialist Non-Coop. |
| 170301 | Auto Body Repair | 8681 | Painter, Automobile Non-Coop. |
| 172900 | Qty. Food Occup. | 8691 | Short Order Cook Non-Coop. |

Trade and Industrial Orientation and Exploration Programs

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 179999 | Industrial Career Exploration | 8702 | Industrial Career Expl. I |
| | | 8704 | Industrial Career Expl. II |

Trade and Industrial Orientation and Exploration Programs (Continued)

| O.E. Codes | | Course Codes and Titles | |
|---|---|---|---|
| 179999 | Industrial Career Orientation | 8701 | Industrial Career Orient. I |
| | | 8703 | Industrial Career Orient. II |

Other O.E. Codes For Trade and Industry and Health
(For Use with Cooperative and Adult Courses)

| | | | |
|---|---|---|---|
| 170200 | Appliance Repair | 172802 | Law Enforcement Trg |
| 170399 | Other Automotive | 172899 | Other Public Serv |
| 170400 | Aviation Occup | 173000 | Refrigeration |
| 170500 | Blueprint Reading | 173200 | Stationary Energy Sources Occup. |
| 170600 | Bus Mach Maint | 173300 | Upholstering |
| 170800 | Cml Fishery Occup | 173600 | Woodworking Occup. |
| 170900 | Cml Photog Occup | 179900 | Other (ICT Occup not classified elsewhere) |
| 171002 | Electricity | | |
| 171100 | Custodial Serv | | |
| 171600 | Fabric Maint Serv | | |
| 171700 | Foremanship Super & Mgt Devel | | |
| 172000 | Ind Atomic Energy | | |
| 172100 | Instr Maint & Repair | | |
| 172200 | Maritime Occup | | |
| 172400 | Metallurgy Occupations | | |
| 172699 | Other Personal Serv | | |
| 172801 | Fireman Training | | |

HEALTH PROGRAMS

| | | | |
|---|---|---|---|
| 070101 | Dental Assistant | 070501 | Radiologic Technology |
| 070102 | Dent Hygienist (Asso) | 070700 | Environmental Health |
| 070103 | Dent Lab Tech | 070800 | Mental Health Tech |
| 070203 | Med Lab Assisting | 070903 | Inhalat Therapy Tech |
| 070299 | Other Med Lab Tech | 070906 | Health Aide |
| 070301 | Nurse, Asso Degree | 079999 | Explor or Orientation |
| 070401 | Occupational Therapy | 079900 | Other (ICT Occup not classified elsewhere) |
| 070402 | Physical Therapy | | |

ACROSS-THE-BOARD COURSES***
(Special Projects)

| O.E. Codes | Course Codes and Titles | |
|---|---|---|
| Use the appropriate O.E. Code and course codes to use for across-the-board course. | 9010 | Work Instruction Program for Fourteen & Fifteen Year Old Students |
| | 9020 | Cooperative Program I for Former Dropouts and Potential Dropouts |
| | 9030 | Cooperative Program II for Former Dropouts and Potential Dropouts |
| | 9012 | Combined Vocational Education for Handicapped |

APPENDIX B
DIVISION CODES

COUNTIES

| | | | |
|---|---|---|---|
| ACCOMACK | 001 | KING & QUEEN | 049 |
| ALBEMARLE | 002 | KING WILLIAM | 050 |
| ALLEGHANY | 003 | LANCASTER | 051 |
| AMELIA | 004 | LEE | 052 |
| AMHERST | 005 | LOUDOUN | 053 |
| APPOMATTOX | 006 | LOUISA | 054 |
| ARLINGTON | 007 | LUNENBURG | 055 |
| AUGUSTA | 008 | MADISON | 056 |
| BATH | 009 | MATHEWS | 057 |
| BEDFORD | 010 | MECKLENBURG | 058 |
| BLAND | 011 | MIDDLESEX | 059 |
| BOTETOURT | 012 | MONTGOMERY | 060 |
| BRUNSWICK | 013 | NELSON | 062 |
| BUCHANAN | 014 | NEW KENT | 063 |
| BUCKINGHAM | 015 | NORTHAMPTON | 065 |
| CAMPBELL | 016 | NORTHUMBERLAND | 066 |
| CAROLINE | 017 | NOTTOWAY | 067 |
| CARROLL | 018 | ORANGE | 068 |
| CHARLES CITY | 019 | PAGE | 069 |
| CHARLOTTE | 020 | PATRICK | 070 |
| CHESTERFIELD | 021 | PITTSYLVANIA | 071 |
| CLARKE | 022 | POWHATAN | 072 |
| CRAIG | 023 | PRINCE EDWARD | 073 |
| CULPEPER | 024 | PRINCE GEORGE | 074 |
| CUMBERLAND | 025 | PRINCE WILLIAM | 075 |
| DICKENSON | 026 | PULASKI | 077 |
| DINWIDDIE | 027 | RAPPAHANNOCK | 078 |
| ESSEX | 028 | RICHMOND | 079 |
| FAIRFAX | 029 | ROANOKE | 080 |
| FAUQUIER | 030 | ROCKBRIDGE | 081 |
| FLOYD | 031 | ROCKINGHAM | 082 |
| FLUVANNA | 032 | RUSSELL | 083 |
| FRANKLIN | 033 | SCOTT | 084 |
| FREDERICK | 034 | SHENANDOAH | 085 |
| GILES | 035 | SMYTH | 086 |
| GLOUCESTER | 036 | SOUTHAMPTON | 087 |
| GOOCHLAND | 037 | SPOTSYLVANIA | 088 |
| GRAYSON | 038 | STAFFORD | 089 |
| GREENE | 039 | SURRY | 090 |
| GREENSVILLE | 040 | SUSSEX | 091 |
| HALIFAX | 041 | TAZEWELL | 092 |
| HANOVER | 042 | WARREN | 093 |
| HENRICO | 043 | WASHINGTON | 094 |
| HENRY | 044 | WESTMORELAND | 095 |
| HIGHLAND | 045 | WISE | 096 |
| ISLE OF WIGHT | 046 | WYTHE | 097 |
| JAMES CITY CO. | 047 | YORK | 098 |
| KING GEORGE | 048 | | |

CITIES

| | |
|---|---|
| ALEXANDRIA | 101 |
| BEDFORD | 140 |
| BRISTOL | 102 |
| BUENA VISTA | 103 |
| CHARLOTTESVILLE | 104 |
| CHESAPEAKE | 136 |
| CLIFTON FORGE | 105 |
| COLONIAL HEIGHTS | 106 |
| COVINGTON | 107 |
| DANVILLE | 108 |
| EMPORIA | 138 |
| FAIRFAX | 134 |
| FALLS CHURCH | 109 |
| FRANKLIN | 135 |
| FREDERICKSBURG | 110 |
| GALAX | 111 |
| HAMPTON | 112 |
| HARRISONBURG | 113 |
| HOPEWELL | 114 |
| LEXINGTON | 137 |
| LYNCHBURG | 115 |
| MARTINSVILLE | 116 |
| NEWPORT NEWS | 117 |
| NORFOLK | 118 |
| NORTON | 119 |
| PETERSBURG | 120 |
| PORTSMOUTH | 121 |
| RADFORD | 122 |
| RICHMOND | 123 |
| ROANOKE | 124 |
| SALEM | 139 |
| SOUTH BOSTON | 133 |
| STAUNTON | 126 |
| SUFFOLK | 127 |
| VIRGINIA BEACH | 128 |
| WAYNESBORO | 130 |
| WILLIAMSBURG | 131 |
| WINCHESTER | 132 |

TOWNS

| | |
|---|---|
| CAPE CHARLES | 201 |
| COLONIAL BEACH | 202 |
| FRIES | 203 |
| POQUOSON | 205 |
| SALTVILLE | 206 |
| WEST POINT | 207 |

## SPECIAL ADULT DIVISION CODES

For purposes of VERS reporting, use the following division codes for the corresponding institutions where adult vocational education courses are taught:

### Community Colleges

820 Blue Ridge Community College
821 Central Virginia Community College
822 Dabney S. Lancaster Community College
823 Danville Community College
824 Eastern Shore Community College
825 Germanna Community College
826 John Tyler Community College
827 Lord Fairfax Community College
828 Mountain Empire Community College
829 New River Community College
830 Northern Virginia Community College
831 Patrick Henry Community College
832 Paul D. Camp Community College
833 Piedmont Community College
834 Rappahannock Community College
835 J. Sargeant Reynolds Community College
836 Southside Virginia Community College
837 Thomas Nelson Community College
838 Tidewater Community College
839 Virginia Highlands Community College
840 Virginia Western Community College
841 Wytheville Community College
842 Southwest Virginia Community College

### Colleges and Universities

870 Longwood College
871 Madison College
872 George Mason College
873 Medical College of Virginia
874 Christopher Newport College
875 Norfolk State College
876 Old Dominion University
877 Radford College
878 Richard Bland College
879 University of Virginia
880 Clinch Valley College
881 Virginia Commonwealth University
882 Virginia Military Institute
883 Virginia Polytechnic Institute and State University
884 Virginia State College
885 College of William and Mary
886 Mary Washington College

### State Agencies

903 State Police Administration Headquarters

### Adult Correctional Institutions

980 Bland Correctional Farm
981 Virginia State Penitentiary
982 Virginia State Farm for Men
983 Southampton Farm
984 Virginia State Industrial Farm for Women (Goochland)
985 Prince George Federal Reformatory
986 Wise Correctional Unit at Coeburn, Virginia

### Institutions for the Handicapped

940 Children's Rehabilitation Center
941 Lynchburg Training School and Hospital
943 Petersburg Training School
944 Reception and Training School
945 Virginia School at Hampton
946 Virginia School at Staunton
947 Woodrow Wilson Rehabilitation Center
948 Virginia Treatment Center
949 DeJarnette Center

Appendix C

Virginia Vocational Education Follow-Up Forms

VERS 4.3 - Secondary Students

VERS 6.2 - Adult Preparatory Students

# VIRGINIA STATE DEPARTMENT OF EDUCATION
## VIRGINIA VOCATIONAL EDUCATION FOLLOW-UP FORM VERS 4.3

DIRECTIONS: This form contains six groups of questions. Start answering the questions in Group I. Where circles ○ are provided, blacken completely ● the circle beside your answer. When an answer requires writing, write only in the box following the question. Stay within the box. Please answer all questions in a group until you are instructed to move forward.

Use No. 2 pencil. Erase errors completely. Do not make any stray marks.

Do not fold, roll, staple, clip, or mutilate this form.

Use the large self-addressed envelope to return the completed form.

DO NOT WRITE OR MARK IN THIS AREA

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### GROUP I

**1.1 What was your major vocational program in high school?**

- ○ Agricultural Education
- ○ Business Education
- ○ Distributive Education
- ○ Home Economics Education
- ○ Trade and Industrial Education
- ○ Health Occupation Education

**1.2 If you were to start all over again, what area of education would you select?**

- ○ Same vocational education field
- ○ Different vocational education field (specify:) [ ]
- ○ Non-vocational education field

**1.3 Were you able to enroll in the vocational education program of your choice?**

- ○ Yes (if you mark "yes", go to item 1.5)
- ○ No

**1.4 What was the major reason that you could not enroll in the vocational education program of your choice?**

- ○ Unavailability of the program
- ○ Limitation of the class size
- ○ Counselor advised against it
- ○ Parents/teacher advised against it
- ○ Other reason

### GROUP I Continued

**1.5 What is your present status?**

- ○ In the military service (go to GROUP IV)
- ○ Continuing education as a full-time student (go to GROUP IV)
- ○ Employed (go to GROUP II)
- ○ Unemployed (go to GROUP III)

### GROUP II

**2.1 What is the title of your present job?**

Title [ ]

**2.2 How many hours do you work per week?**

- ○ Less than 30 hours
- ○ 30 hours or more

**2.3 How do you like your present job?**

- ○ Like it very much
- ○ Like it somewhat
- ○ Dislike it somewhat
- ○ Dislike it very much

**2.4 Did you get the job because of vocational training in school?**

- ○ Yes
- ○ No

### GROUP II Continued

**2.5 How often do you use the knowledge and skills gained in your major vocational program in school?**

- ○ Frequently
- ○ Occasionally
- ○ Never

**2.6 What is the pay per week (before deductions) on your present job?**

- ○ $50 or under
- ○ $51 - $75
- ○ $76 - $100
- ○ $101 - $125
- ○ $126 - $150
- ○ $151 or over

GO TO GROUP IV

### GROUP III

**3.1 If you are not employed now are you looking for a job?**

- ○ Yes
- ○ No

GO TO GROUP IV

## GROUP IV

**4.1 How many full-time jobs (30 hours or more per week) have you had since leaving school?**

- ○ None (Go to GROUP VI)
- ○ One (Go to GROUP V)
- ○ Two (Go to GROUP V)
- ○ Three (Go to GROUP V)
- ○ Four or more (Go to GROUP V)

## GROUP V

**Information on the first full-time job after leaving high school.**

**5.1 Was your first full-time job in the occupational area of your major vocational program?**

- ○ Yes (If "yes", go to question 5.3)
- ○ No

**5.2 If your first full-time job was not in the field of training, what was the major reason?**

- ○ Tried, but couldn't find a job
- ○ Couldn't get into apprentice program
- ○ Better job came along first
- ○ Didn't want that type of work
- ○ Instructor advised against it
- ○ Other reason (explain):

**5.3 What was the title of your first full-time job after leaving school?**

**5.4 How far from your high school was your first full-time job?**

- ○ 0 - 25 miles
- ○ 26 - 50 miles
- ○ 51 - 100 miles
- ○ 101 - 200 miles
- ○ more than 200 miles

## GROUP V Continued

**5.5 Who helped you find your first full-time job? (mark all that apply)**

- ○ Vocational teachers
- ○ Guidance counselors
- ○ Other teachers
- ○ Placement service at school
- ○ State employment service
- ○ Relatives
- ○ Others
- ○ Found it myself

**5.6 If it took longer than you expected to find your first full time job, what was the most important reason?**

- ○ No jobs available in the community
- ○ Wasn't interested in the jobs available
- ○ Parents wanted me to stay at home
- ○ Lacked skills or other qualifications for the jobs available
- ○ Was too young
- ○ Got married
- ○ Went to college
- ○ Other (specify):

**5.7 How well did your vocational training prepare you for your first full-time job?**

- ○ Exceptionally well
- ○ Well
- ○ Not too well
- ○ Poorly

**5.8 What was the starting pay per week (before deductions) on your first full-time job?**

- ○ $50 or under
- ○ $51 - $75
- ○ $76 - $100
- ○ $101 - $125
- ○ $126 - $150
- ○ $151 or over

GO TO GROUP VI



## GROUP VI

**6.1 Please rate your former school on each of the items below.**

| EXCELLENT | GOOD | FAIR | POOR | |
|---|---|---|---|---|
| ○ | ○ | ○ | ○ | Instructors' ability in teaching |
| ○ | ○ | ○ | ○ | Teachers' interest in students |
| ○ | ○ | ○ | ○ | Availability of different vocational education programs |
| ○ | ○ | ○ | ○ | Guidance/counseling service |
| ○ | ○ | ○ | ○ | Availability of career information |
| ○ | ○ | ○ | ○ | Information on availability of job opening |
| ○ | ○ | ○ | ○ | Tools and equipment |
| ○ | ○ | ○ | ○ | Condition of shops/labs |
| ○ | ○ | ○ | ○ | Condition of school building |

**If you have specific comments about your vocational training, teachers or school, please write them on a separate sheet of paper and enclose with this form.**

**THANK YOU FOR YOUR COOPERATION**

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**DIRECTIONS**

- Read the items carefully and mark appropriate answers.
- Fill circles completely with heavy black marks.
- Use No. 2 pencil only.
- Erase errors completely.
- Make no stray marks.
- Mail the completed form to the address on back.

If employed, mark one.

- ○ Civilian employment
- ○ Military employment

If civilian employment, how many hours do you work per week?

- ○ 30 hours or more
- ○ Less than 30 hours

If unemployed, mark one of the following.

- ○ Continuing education
- ○ Seeking work
- ○ Not seeking work
- ○ Other

If civilian employment, how often do you use the knowledge and skills acquired in your adult preparatory training program?

- ○ Frequently
- ○ Occasionally
- ○ Never

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# APPENDIX D

## MANPOWER DEMAND STATE-OF-THE-ART STUDY

## STATE-OF-THE-ART OF MAN-POWER DEMAND PROJECTIONS

Following the mandate of the 1963 Act and 1968 amendments, several states developed manpower demand information systems for vocational education. Four states, namely, Oklahoma, Kansas, Minnesota, and Pennsylvania have developed and implemented the manpower demand information system specifically for vocational education planning purposes. Each of the four systems is briefly described in this section. The state of availability of manpower demand information in Virginia is also discussed in this section.

### Manpower Demand Information Subsystems in Four States

Oklahoma's Occupational Training Information System (A detailed description of the Oklahoma Occupational Training Information System can be found elsewhere.[5])

The Occupational Training Information System or OTIS is a component of Oklahoma Management Information System. OTIS was developed by the staff of the Manpower Research and Training Center at Oklahoma State University in cooperation with the State Department of Vocational and Technical Education, the Industrial Development and Park Administration, Oklahoma Employment Security Commission and the Association of Private Schools.

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5. Morton, J.B., Occupational Training Information System (OTIS) In R.L. Morgan, W.L. Ballenger, and J.E.S. Lawrence (Ed) Management Information Systems for Vocational Education: A National Overview. Technical Report 1, DASP Division, Center for Occupational Education, N.C. State University, Raleigh, N.C. 1974.

The objective of OTIS is to develop and initiate a systematic, continuous, and detailed system to provide manpower data by occupation to the administration of the State Department of Vocational and Technical Education.

OTIS prepares two tables namely (1) Net Additional Manpower Requirements Table and (2) Descending ordering of program cluster table. The Net Additional Manpower Requirement table contains information about net manpower requirements for an occupational cluster. A cluster may contain one or more occupations and one or more types of programs. The net manpower requirements in a cluster is obtained by subtracting the total of the 'supply' (registrants and students who have completed the training programs and are available to the labor market) from the 'demand' (job openings". The 'demand' data are collected by the Oklahoma Employment Security Commission Surveying 2,633 industrial firms, hospitals, nursing homes, and government agencies. The 'supply' data are collected by the State Department of Vocational Education. The source of 'supply' data come from State Department of Education (Secondary, Post Secondary, Adult), Private Schools, MDTA, and other federal agencies, State Regents and Oklahoma Employment Security Commission Registrants. The net demand projections are made for 218 occupations for the state and 11 substate planning regions. The system clusters DOT occupational codes and relates them to O.E. program codes. Clusters are then rank ordered by size of positive net demand, in descending order. The descending order information is contained in the Descending ordering of program cluster table.

The Kansas Manpower Utilization System for Training (K-MUST)

Harris has described K-Must in greater detail elsewhere.[6] The total K-MUST system consists of sixteen subsystems or modules. In essence, K-MUST is the total management information system for Kansas. The manpower demand projection is a module contained in K-MUST. The development of K-MUST was carried out at Kansas State University.

The manpower demand module is aimed at producing manpower needs projections for eleven regions in Kansas and the state as a whole. Projections provide detail on 166 occupations occupational cluster.

The module was first developed after OTIS. It was initially conceived to generate the demand data using an employer survey approach. But later, the approach was modified to follow the Bureau of Labor Statistics Matrix Method A. The idea for the new approach stemmed from the work done in Pennsylvania. Dun and Bradstreet Market Identifiers (R) Employment Security Commission unemployment insurance records, and other readily available sources of information are used to estimate employment by standard industrial classification. "Using factors related to the matrix, an estimate of replacement needs for each occupation is generated. Total manpower needs are the sum of expanison needs and replacement needs." Some of the input data, namely, the Bureau of Labor Statistics matrix and Dun and Bradstreet Market Identifiers (R) are purchased for cash. Other input data, namely, supplemental employment by standard industrial code data and state-level adjustment factors are provided by the state government agencies.

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6. Harris, J.L. The Kansas Manpower Utilization System for Training (Manpower Demand Module). In R.L. Morgan, W.L. Ballenger, J.E.S. Lawrence (Ed) Management Information Systems for Vocational Education: A National Overview. Technical Report 1, DASP Division, Center for Occupational Education, N.C. State University, Raleigh, N.C. 1974

Manpower Supply and Demand Determination in Minnesota (The detailed description of the Minnesota manpower demand system has been given by Johnson.[7])

The manpower supply and demand subsystem was developed by the Minnesota Department of Manpower Services in cooperation with Minnesota Research Coordinating Unit for Vocational Education, and the Minnesota Division of Vocational-Technical Education.

Occupational demand is defined as the 'total number of employment positions in a geographic area'. Unfilled positions are 'the number of new employees needed'. Minnesota Department of Manpower services periodically estimates the total occupational demand. The projected industrial growth in the state, the projected staffing of industries in the nation, and census data on occupational and industrial categories of jobs held by the population in Minnesota are used as data base to estimate the total occupational demand. The average growth or decline in occupational demand for the given occupation and the annual replacement needs are used to estimate unfilled positions. In making the occupational demand estimates, it is assumed that the demand grows or declines at a constant rate. For example, occupational demand for 1972 was calculated by multiplying the average annual growth or decline by four and adding this to the estimated 1968 demand. The unfilled positions is the sum of annual growth or decline in demand plus the annual number of annual replacement positions. Number of annual replacement positions is calculated by multi-

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7. Johnson, M.E. Manpower Supply and Demand Determination in Minnesota, In R.L. Morgan, W.L. Ballenger, and J.E.S. Lawrence (Ed) Management Information Systems for Vocational Education: A National Overview. Technical Report 1, DASP Division, Center for Occupational Education, N.C. State University, Raleigh, N.C. 1974.

plying a replacement percentage by the occupational demand in the last time period.

The demand information is available on a state wide basis and metropolitan-area basis as well as by eleven economics region. Expansion and replacement needs are projected by O.E. Codes and instruction programs.

Manpower Forecasting in Pennsylvania

Senier and Franchak discussed the Pennsy manpower forecasting system at the National Symposium on MIS for Vocational Education.[8]

The objective of the subsystem is to provide accurate manpower supply/demand information for occupational education planning. The initial supply/demand model was conceived by the staff at the State Division of Vocational Education. The model took into account two essential variables namely industry characteristics (industry shifts, growth rates, wage structure, and skill requirements) and population characteristics (birth rates, death rates, natural increase and migration). Later the model was refined and modified considerably. The present model considers total supply, projected employment by occupations and withdrawal rates to make annual unmet demand projection. The total supply data are collected from 10 different sources which include State education agencies, MDTA and State Retraining Act. The data on projected employment by occupation are supplied by National Planning Association. The employment data are based on existing labor and industry information and recent

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8. Senier, J. and S. J. Franchak, Manpower Forecasting in Pennsylvania. In R. L. Morgan, W. L. Ballenger, and J. E. S. Lawrence (Ed.) Management Information Systems for Vocational Education: A National Overview Technical Report 1, DASP Division, Center for Occupational Education, N. C. State University, Raleigh, N.C. 1974.

census data. Withdrawal rates are computed using trend analysis outlined in Tomorrow's Manpower Needs, Volumn I (U.S.D.L. 1969). Projected employment and annual average growth data by occupation, by industry for Pennsylvania and its 48 labor market areas.

State of Manpower Demand Data in Virginia

There are three state agencies who collect and disseminate manpower demand information. They are (1) Division of State Planning and Community Affairs, 2) Research Section of Virginia Division of Industrial Development and 3) Virginia Employment Commission. Information available through these three agencies are analysed in this section.

Division of State Planning and Community Affairs:

This state agency has published projections and economic base analysis for (1) the Lynchburg Metropolitan Area (January 1973), (2) Norfolk, Virginia Beach, Portsmouth Metropolitan Area (December 1971), (3) Buckingham County (August 1972), (4) Rappahannock County (May 1972), (5) Richmond Metropolitan Area (August 1972), and (6) Petersburg, Colonial Heights, Hopewell Metropolitan Area (February 1972).

These studies present data on historical, current, and projected employment and its relationship to population and income. Total employment is divided into its major industry sub components which are then separately projected to 1980. Populations are also projected. The present and historical general economic conditions of the area; industrial development considerations; work force commuting patterns; agricultural trends; retail and wholesale trade developments; present and planned highway, air and rail facilities; recreational, commercial, and residential development; land use and settlement patterns; population density and considerations; natural increase rates; and migration rates were used in making employment

and population projections. Specific projections are made for population, labor force by phase of work (including military, unemployment, employment) by place of work (including military for years 1950, 1960, 70S and 1980).

The employment data are broken into Basic Employment which includes agriculture, banking and insurance, higher education and private schools, medical services, non-local retail trade and services, state government, trucking, utilities, and manufacturing, and Supporting Employment. A copy of projections and economic base analysis for the Lynchburg Metropolitan Area can be found in Appendix A.

Discussion and Critique:

The information produced by the Division of State Planning and Community Affairs is based on gross figures. As such, it can be of little value to vocational education planners. Total employment figure is projected, but no net demand is shown. The break down of the employement figure by occupation is not sufficient for use in vocational education program planning process, because it is very difficult to relate the occupations to vocational education programs.

Research Section of Virginia Division of Industrial Development

Findings of the studies conducted by the Research Section of Virginia, Division of Industrial Development have appeared regularly every year since 1971,[9,10,11,12] in Virginia Economic Review. The study that is directly related to manpower projection is the one published in 1974.[12] Specifically the table containing occupational openings for growth and for replacement, Decade of 1970's and year 1975. A copy of the table can be found in Appendix B. Projections are made using the BLS method described by Altman.[13] Employment number for 1975 and 1980, number of job openings for growth for 1970-1980 decade and 1975, job openings for replacement for 1975 and total job openings are projected by eleven occupational groups.

Employment projections for 1980 and percentage of change are made for basic type and servicing type occupations. The figures are given in Appendix C. The source of these data is the U. S. Census of Population, 1970.

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9. Holm, E. Factors behind the Changes in Virginia's Geographic Distribution of Population. The Virginia Economic Review December, 1971.

10. Holm, E. Virginia's Third Straight Decade of High Employment Growth. The Virginia Economic Review, October, 1972.

11. Holm, E. and T.A. Kelly, Virginia's Expanding Labor Supply for the '70's. The Virginia Economic Review, August 1973.

12. Holm, E., Comparing Occupational Growth with Education Trends in Virginia. The Virginia Economic Review, August 1974.

13. Altman, J. The United States Economy in 1985. An overview of BLS projectsion. Monthly Labor Review, Vol. 96 3-7, December, 1973.

Discussion and Critique:

The above mentioned studies are conducted mainly for industrial development and planning purposes. They reflect industrial growth in the State of Virginia as a whole. Projections are not made for localities. Use of the information for vocational education planning purposes is limited. Projections are made for very broad occupational areas. It would be difficult to relate these broad occupations to vocational education programs.

Virginia Employment Commission Reports.

A publication on 'Manpower'[14] by the Research Statistics and Information Section of the Division of Virginia Employment Commission contains pertinent information for vocational education planning. This information relates to some high demands jobs in Virginia for the 1970's, which is given in Appendix D. Demand is defined as 'increase in employment plus replacement needs'. The method used in making the projections is explained in the publication.

Every year the Manpower research section of the Virginia Employment Commission prepares an annual report on State and Selected areas occupational requirements for vocational education. The report is usually published in November.[15] (The 1974 report did not come out yet when this proposal was written). Projections are made for several occupations for several localities. The demand projections are based on 'want ad' sections of

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14. Virginia Employment Commission: Manpower. Goals for Virginia in the 1970's. January, 1970.

15. Virginia Employment Commission. Annual Report on State and and Selected Areas Occupational Requirements for Vocational Education, prepared by A. S. Wagner, Jr., November 1973.

several newspapers for the period of two weeks. A copy of projections is given in Appendix E.

The Virginia Employment Commission surveyed employers in Lynchburg Metropolitan Area[16] and Fredericksburg Metropolitan Area[17] to estimate demands for the next two and four years. The survey was conducted to provide information on current employment and the future demand for specific types of non-agricultural workers in the survey area. The survey was confined mainly to occupations requiring at least one year of special education or formal training, or the equivalent in apprenticeship or on-the-job training. The survey finding for the Fredericksburg Metropolitan Area is given in Appendix F. The 'total demand' figure represent current employment plus growth and replacement needs. 'Net demand' is obtained by subtracting the number of people who will receive on-the-job training from the "Total Demand".

Projecting the demand using the employer survey method is similar to OTIS of Oklahoma. A major criticism against this method is that 'true' picture is never obtained because the normal tendency on the part of an employer is to precast employment growth in the organization and hide declining employment. Agricultural occupations are completely omitted by these surveys. Survey results are available only for Lynchburg Metropolitan Area and Fredericksburg Metropolitan Area. The surveys are not done every year, so, yearly data are not available. Additionaly, the survey method is very expensive, and serve very weak data base.

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16. Virginia Employment Commission. Manpower and Training Needs Survey Lynchburg Metropolitan Area, April 1972. December 1972.

17. Virginia Employment Commission Manpower and Training Needs Survey, May, 1974. Fredericksburg Metropolitan Area.

Among all available data in Virginia, the most suitable is the publication by the interim manpower projections program. The program is financed by the Bureau of Labor Statistics, U.S. Department of Labor and conducted by a consulting firm located in the Western part of the United States. The report is available through the Virginia Employment Commission.

Manpower projections have been made for the State of Virginia, Newport News area, Norfolk, Richmond, and D.C. SMSA which includes sections of Northern Virginia. The BLS matrix approach is used in making the projections. Hence it is similar to demand module of K-MUST. Total job openings in 1976 are projected for 325 occupational titles. Total job openings is the total of openings due to growth and openings due to labor force separations. A copy of statewide manpower need projections is included in Appendix G. Projections are done on a sound data base. Projections are more reliable than any other data available in Virginia.

The projections were derived from a computer application of regression analysis to historical time series data that included the years 1958-1972. These figures were then adjusted to national industry employment levels. Also, these estimates are based on place of work. However, there are certain limitations of the data. The 1970 census definitions are used to define the metropolitan areas. Since that time, many metropolitan areas have been redefined. The data are not adjusted to meet the new definitions. Further, the data have not been adjusted in any way to reflect cyclical fluctuations or known occurrences that have taken place since 1972 or that will have taken place by 1980, such as the energy crisis. A detail description of the sources and limitations of

the projection data is given in a letter to this proposal writer by the chief of manpower research, Virginia Employment Commission. The letter can be found in Appendix H.

# APPENDIX A

## ECONOMIC BASE ANALYSIS WITH PROJECTIONS - THE LYNCHBURG METROPOLITAN AREA (VIRGINIA)

| | Census | | | | Percent of Virginia | | | | Annual Rate of Change | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | March 1950 | March 1960 | March 1971 | March 1980 | March 1950 | March 1960 | March 1971 | March 1980 | 1950-1960 | 1960-1971 | 1971-1980 |
| Population a/ | 99,436 | 110,701 | 124,754 | 136,[illegible] | 2.9 | 2.8 | 2.8 | 2.5 | +1.3 | +1.1 | +1.1 |
| Labor force, by place of work | 42,601 | 48,250 | 60,960 | [illegible] | 3.2 | 3.2 | 3.1 | 3.3 | +1.2 | +2.1 | +2.1 |
| Unemployment | 2,260 | 1,534 | 1,597 | 1,890 | 2.7 | 2.3 | 2.4 | 2.1 | -3.9 | +0.4 | +1.3 |
| Employment, by place of work | [illegible],341 | 46,716 | 59,363 | 72,299 | 3.3 | 3.2 | 3.1 | 3.3 | +1.4 | +2.2 | +2.1 |
| Basic employment | 19,978 | 23,457 | 30,399 | 37,190 | 3.1 | 3.4 | 3.6 | 4.0 | +1.6 | +2.3 | +2.2 |
| Agriculture | 3,879 | 2,610 | 1,466 | 1,050 | 2.4 | 2.4 | 2.0 | 1.6 | -4.0 | -5.3 | -3.7 |
| Banking and insurance, non-local portion | 104 | 207 | 309 | 400 | ... | ... | ... | ... | +7.1 | +3.5 | +2.9 |
| Higher education and private schools b/ | 647 | 785 | 1,114 | 1,450 | ... | ... | ... | ... | +1.9 | +3.3 | +2.7 |
| Medical services, non-local c/ | 412 | 1,016 | 2,055 | 2,625 | ... | ... | ... | ... | +9.6 | +6.5 | +2.7 |
| Non-local retail trade and hotels d/ | 1,143 | 780 | 854 | 1,000 | ... | ... | ... | ... | -3.8 | -0.8 | +1.6 |
| State government e/ | 145 | 138 | 173 | 235 | ... | ... | ... | ... | -0.5 | +2.0 | +3.4 |
| Trucking, non-local portion f/ | 97 | 146 | 299 | 425 | ... | ... | ... | ... | +5.2 | +6.7 | +4.0 |
| Utilities, non-local portion g/ | 68 | 70 | 262 | 330 | ... | ... | ... | ... | +0.2 | ... i/ | +2.5 |
| Manufacturing | 13,493 | 17,703 | 23,867 | 29,675 | 6.1 | 6.5 | 6.7 | 6.3 | +2.7 | +2.7 | +2.4 |
| Apparel | 1,900 | 2,182 | 2,167 | 2,350 | 12.2 | 9.3 | 5.6 | 3.4 | +1.3 | -0.1 | +0.9 |
| Chemicals | 460 | 1,247 | 3,297 | 4,600 | 1.4 | 3.8 | 8.4 | 6.6 | ... h/ | +9.2 | +3.7 |
| Electrical machinery | 70 | 2,321 | 4,824 | 5,500 | 3.6 | 27.3 | 19.6 | 14.7 | ... h/ | +6.8 | +1.4 |
| Fabricated metal products | 3 | 523 | 811 | 1,100 | ... i/ | 6.0 | 6.9 | 8.3 | ... h/ | +4.0 | +3.4 |
| Food and kindred products | 804 | 884 | 1,032 | 1,550 | 4.2 | 2.8 | 3.0 | 4.6 | +0.9 | +1.4 | +4.6 |
| Furniture | 1,148 | 1,388 | 1,974 | 2,550 | 8.0 | 8.2 | 8.2 | 7.2 | +1.9 | +3.2 | +2.8 |
| Leather | 2,845 | 2,868 | 1,759 | 1,200 | 46.6 | 52.1 | 33.8 | 22.6 | -0.1 | -4.3 | -4.3 |
| Lumber | 701 | 906 | 913 | 975 | 2.4 | 3.9 | 4.2 | 4.8 | +2.6 | +0.1 | +0.6 |
| Machinery, except electrical | 117 | 220 | 542 | 675 | 6.2 | 4.6 | 5.6 | 3.8 | +6.5 | +6.5 | +2.4 |
| Paper and printing | 955 | 1,095 | 1,307 | 2,700 | 5.7 | 5.0 | 4.5 | 8.2 | +1.3 | +1.6 | +8.4 |
| Primary metal products | 1,296 | 1,719 | 2,624 | 4,050 | 39.3 | 24.2 | 25.7 | 39.3 | +2.8 | +3.9 | +4.9 |
| Textile products | 2,826 | 1,819 | 1,612 | 1,175 | 7.2 | 4.9 | 3.8 | 2.6 | -4.4 | -1.1 | -3.5 |
| Transportation equipment | 32 | 56 | 339 | 375 | 0.3 | 0.3 | 1.3 | 1.2 | +5.7 | ... j/ | +1.1 |
| Other manufacturing | 334 | 475 | 666 | 875 | ... | ... | ... | ... | +3.5 | +3.1 | +3.0 |
| Supporting employment | 20,363 | 23,259 | 28,984 | 35,100 | 3.5 | 3.0 | 2.7 | 2.8 | +1.3 | +1.[illegible] | -2.1 |
| Percent of total employment basic | 49.5 | 50.2 | 51.2 | 51.4 | 94.6 | 107.0 | 118.0 | 120.9 | ... | ... | ... |
| Labor force as a percent of population | 43.9 | 43.6 | 46.9 | 53.7 | 111.1 | 113.2 | 115.9 | 128.1 | ... | ... | ... |
| Annual data: | | | | | | | | | | | |
| Per capita income | $ 1,100 | $ 1,731 j/ | $ 3,296 | ... | 89.6 | 97.8 | 98.5 | .. | +5.1 | +6.6 | ... |
| Total income (000) | $109,500 | $190,800 j/ | $409,100 | ... | 2.6 | 2.7 | 2.6 | ... | +6.5 | +7.8 | ... |
| Retail sales (000) | $ 75,582 | $107,991 | $174,425 | ... | 3.4 | 2.9 | 2.8 | ... | +3.5 | +5.4 | ... |

a/ The 1950 and 1960 population figures are as of April 1 from the U. S. Census of Population. The 1971 figure is a July 1 estimate by the Bureau of Population & Economic Research at the University of Virginia.

b/ Includes a portion of the full-time employment at Lynchburg College, Randolph-Macon Women's College, Sweet Briar College, The Virginia College, the Lynchburg Branch of the University of Virginia, Central Virginia Community College, Villa Maria School, the Virginia Episcopal School for Boys, Father Judge Mission Seminary, and Lynchburg Baptist College.

c/ Includes employment at the Lynchburg Training School and Hospital, a portion of the employment at Lynchburg General--Marshall Lodge hospital and Virginia Baptist Hospital, plus a portion of the nursing home employment in the Lynchburg Metropolitan Area.

d/ Includes hotel and motel employment plus a proportion of the area's retail trade.

e/ Includes a portion of the employment at the Lynchburg District Office of the Virginia Department of Highways and at the Department of Agriculture and Commerce's Animal Health and Dairy Diagnostic Center in Lynchburg.

f/ The non-local trucking sector is composed of licensed interstate carriers with terminals in Lynchburg.

g/ Includes employment at the offices of Continental Telephone Company in Amherst County and a portion of the employment of Chesapeake and Potomac Telephone Company and Appalachian Power Company in Lynchburg.

h/ Greater than +10.0 percent.

i/ Less than 0.1 percent.

j/ Represents a 1959 estimate provided by the Bureau of Population and Economic Research at the University of Virginia.

k/ Represents a 1979 estimate provided by the Bureau of Population and Economic Research at the University of Virginia. This figure was used for consistency although data from the 1972 Census is now available.

l/ Because retail sales data were not available for 1950, 1960, and 1971, corresponding data from the 1948, 1958 and 1967 Census of Retail Trade were used.

Sources: U. S. Department of Commerce, Bureau of the Census, Census of Population (1950, 1960, and 1971); U. S. Department of Commerce, Bureau of the Census, Census of Business (1948, 1958, and 1967); University of Virginia, Bureau of Population and Economic Research, "Estimates of the Population of Virginia Counties and Cities: July 1, 1971 (Provisional)", David C. [illegible], "Income Estimates: Virginia Standard Metropolitan Statistical Areas and Other Economic Areas, Selected Years 1929 to 1968," University of Virginia, Bureau of Population and Economic Research [illegible] 1971); University of Virginia, Bureau of Population and Economic Research, "Income in Virginia: Estimates for Standard Metropolitan Statistical Areas, Counties, and Planning Districts [illegible] 1965 to 1969," (March, 1972), Virginia State Chamber of Commerce, Industrial Directory of Manufacturing in Virginia, 1970-71; Virginia Department of Labor and Industry, Division of [illegible] Statistics, "Trends in Employment [illegible] and Earnings, Virginia" (May, 1972); Thomas N. Walker, Director of Economic Programs, The Greater Lynchburg Chamber of Commerce; Central Virginia Planning Council, Inc., "Certificate of Need Health Facilities Survey, 1972"; Commonwealth of Virginia, Division of Industrial Development, Division of Personnel, Virginia Employment Commission, Virginia Department of Mental Health and Hospitals, Virginia Department of Highways, and Virginia Department of Agriculture and Commerce; Officials at Lynchburg General--Marshall Lodge Hospital, Virginia Baptist Hospital, Lynchburg College, Randolph-Macon Women's College, Sweet Briar College, The Virginia College, Villa Maria School, Virginia Episcopal School for Boys, Father [illegible] Seminary, Central Virginia Community College, the Lynchburg Branch of the University of Virginia, the Continental Telephone Company, the Chesapeake & Potomac Telephone Company, and Appalachian Power Company.

APPENDIX B

OCCUPATIONAL OPENINGS FOR GROWTH AND FOR REPLACEMENT,

VIRGINIA, DECADE OF 1970's and YEAR 1975

## Occupational Openings for Growth and for Replacement, Virginia, Decade of 1970's and Year 1975

| Occupational Groups | 1970 Employment Actual | 1975 Employment Projected | 1980 Employment Projected | Job Openings for Growth: Number 1970-80 Decade | Job Openings for Growth: Number Annual 1975 | Job Openings for Growth: % Change 1970-80 Decade | Job Openings for Growth: % Change Annual 1975 | Job Openings for Replacement 2% of 1975 Employment | Total Job Openings 1975 |
|---|---|---|---|---|---|---|---|---|---|
| Total | 1,714,210 | 1,917,700 | 2,121,100 | 406,900 | 40,700 | 23.7 | 2.2 | 38,400 | 79,000 |
| Professional & Technical | 274,848 | 328,200 | 381,600 | 106,800 | 10,700 | 38.8 | 3.3 | 6,600 | 17,300 |
| Managers & Administrators | 146,148 | 162,200 | 178,200 | 32,000 | 3,200 | 21.9 | 2.0 | 3,200 | 6,400 |
| Sales Workers | 111,620 | 124,500 | 137,400 | 25,800 | 2,600 | 23.1 | 2.1 | 2,500 | 5,100 |
| Clerical Workers | 307,218 | 358,100 | 408,900 | 101,700 | 10,200 | 33.1 | 2.9 | 7,200 | 17,300 |
| Craftsmen | 244,286 | 263,800 | 293,300 | 49,000 | 4,900 | 20.1 | 2.0 | 5,300 | 10,200 |
| Operatives, except Transport | 224,825 | 248,700 | 272,600 | 47,700 | 4,800 | 19.5 | 1.8 | 5,000 | 9,700 |
| Transport Equipment Operatives | 69,586 | 75,600 | 81,600 | 12,000 | 1,200 | 17.2 | 1.6 | 1,500 | 2,700 |
| Nonfarm Laborers | 82,800 | 82,800 | 82,800 | - | - | - | - | 1,700 | 1,700 |
| Farm Workers | 45,807 | 41,600 | 37,400 | -8,400 | -800 | -18.3 | -2.0 | 800 | - |
| Service Workers Except Private Household | 171,259 | 194,200 | 217,200 | 45,900 | 4,600 | 26.8 | 2.4 | 3,900 | 8,500 |
| Private Household Workers | 35,845 | 33,000 | 30,200 | -5,600 | -600 | -15.7 | -1.7 | 700 | 100 |

NOTE: See note to Table 1 for comparability of data from one table to another.

Source: 1970 employment from U.S. Census of Population, Virginia, Detailed Characteristics, Table 180, for population 16 years old and over. In this table the Census allocated those not reporting an occupation to an occupational grouping. For explanation of projections see text.

APPENDIX C

VIRGINIA'S BASIC-TYPE AND SERVICING-TYPE EMPLOYMENT,

1970 and PROJECTIONS FOR 1980

**Virginia's Basic-Type and Servicing-Type Employment, 1970 and Projections for 1980**

| | 1970 | | 1980 | | % Change 1970-1980 | |
|---|---|---|---|---|---|---|
| | Employment | % Employed Labor Force | Projected Employment | % Employed Labor Force | For Decade | Annual Average |
| Basic Type | | | | | | |
| Agriculture | 53,444 | 2.8 | 43,400 | 1.8 | -18.8 | -2.0 |
| Fisheries and Forestry | 3,818 | .2 | 3,800 | .2 | - | - |
| Manufacturing | 364,222 | 19.3 | 466,000 | 20.9 | 27.9 | 2.5 |
| Federal Government: | | | | | | |
| Military | 175,629 | 9.3 | 150,000 | 6.7 | -14.6 | -1.4 |
| Civilian | 199,122 | 10.6 | 219,000 | 9.8 | 10.5 | 1.0 |
| Mining | 17,067 | .9 | 20,000 | .9 | 17.2 | 1.6 |
| Rail Transportation | 19,059 | 1.0 | 19,000 | .9 | - .3 | - |
| Ports, other than Rail | 11,024 | .6 | 12,000 | .5 | 8.9 | .9 |
| Travel Trade | 52,000 | 2.8 | 66,000 | 3.0 | 26.9 | 2.4 |
| Total of above | 894,385 | 47.5 | 999,200 | 44.7 | 11.3 | 1.1 |
| Servicing Type | 992,494 | 52.5 | 1,239,800 | 55.3 | 24.9 | 2.3 |
| Employed Labor Force | 1,886,879 | 100.0 | 2,239,000 | 100.0 | 18.5 | 1.7 |
| Employed Civilian Labor Force | 1,714,250 | | 2,089,000 | | 21.9 | 2.0 |

Note: The reader may notice slight differences in 1970 employment for the same industry or occupation in Virginia as he moves from Tables 1, 3, 4, 7, and 9. All data come from the same 1970 Census of Population, but in Tables 1, 4, and 9 the data are for those 16 and over and a person has been allocated to an industry or occupation where failing to be reported. In Tables 3 and 7 the data are for persons 14 and over and those not reporting an industry or occupation are not allocated. Also in Table 1 some 20,000 federal civilian workers are substracted from manufacturing to prevent duplication.

Source: 1970 figures appeared in Virginia Economic Review, October 1972, and are mainly from the U.S. Census of Population, 1970, "Social and Economic Characteristics - Virginia." Basis for projecting 1980 figures given in the text of this article.

APPENDIX D

SOME HIGH DEMAND JOBS IN VIRGINIA FOR THE 1970's

# SOME HIGH DEMAND* JOBS IN VIRGINIA FOR THE 1970's

| | INDICATED TOTAL DEMAND* 1970's |
|---|---|
| ROF. & TECH. | |
| ACCOUNTANTS & AUDITORS | 6,900 |
| CHEMISTS | 1,500 |
| DRAFTSMEN | 2,800 |
| ENGINEERS, TECH. | |
| Civil | 3,400 |
| Electrical | 4,100 |
| Industrial | 2,800 |
| Mechanical | 2,400 |
| LIBRARIANS | 2,100 |
| NURSES, PROFESSIONAL | 14,000 |
| TEACHERS (ELEM. & SEC.) | 36,900 |
| TECHNICIANS | |
| Elec. & Phys. Sci. | 8,000 |
| Engineering | 3,500 |
| Medical & Dental | 5,600 |
| LERICAL | |
| ACCTG. CLERKS | 10,200 |
| SECR./STENO. | 43,200 |
| TYPISTS | 13,200 |

| | INDICATED TOTAL DEMAND* 1970's |
|---|---|
| CRAFTSMEN | |
| BRICKLAYERS | 2,200 |
| CARPENTERS | 7,300 |
| ELECTRICIANS | 5,500 |
| MACHINISTS | 2,100 |
| MECHANICS, AUTOMOTIVE | 7,900 |
| PLUMBERS/PIPEFITTERS | 4,800 |
| SHEET METAL WORKERS | 2,100 |
| OPERATIVES | |
| DRIVERS, BUS, TRUCK, TRACTOR | 14,500 |
| SEWERS & STITCHERS | 9,600 |
| WELDERS | 4,500 |
| SERVICE WORKERS | |
| ATTENDANTS, HOSPITAL | 14,800 |
| FIREMEN | 2,700 |
| NURSES, PRACTICAL | 6,800 |
| POLICEMEN | 5,600 |

*Increase in employment plus replacement needs.

APPENDIX E

EMPLOYMENT OPPORTUNITIES IN VIRGINIA

U.S. DEPARTMENT OF LABOR
Manpower Administration

Bureau Budget No.

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

Page

1. State: Virginia

2. Date Report Prepared: Mo. 11 Day - Year 72

3. Unfilled Openings Data Refer to 12 Months Ending: Mo. 3 Day - Year 72

4. Geographic Coverage (Check one): [X] a. Entire State [ ] b. Area Only

5. Area Name if Area Only: Entire State

6. Political Subdivision(s) Within Area (Use reverse side if additional space is necessary.): Entire State

7. Type of Data (Check one): [X] a. Actual ES Unfilled Openings [ ] b. ES Unfilled Openings Inflated to Total Current Job Opportunities [ ] c. All Current Job Opp... (From sample survey, employer job vacanc...

| Dictionary of Occupational Titles: Code | Title (Abbreviate if necessary) | Vocational Education Instructional Program Code | Unfilled Openings 30 Days or More: Annual Range in Number | Annual Average: Number | Annual Average: Per Cent of Total | Number Range Anticipated in Next FY | National Growth to 1980 a. Rapid b. Moderate c. Slow d. None e. Decline | Comments |
|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I |
| 0 | Professional & Technical Occupations | | 1/ * | | 2/ | ** | | |
| 003.181.010 | Electrical Technician | 16.0107 | 2-4 (6) | 2 | 16.7 | 35-45 | Rapid | In the area of Professional and technical occupations, employment opportunities for drafts are expected to be favorable through 1970's. Employme of draftsmen is expected to rise rapi as a result of the increasingly complex design problems of modern products an processes. A continued rapid expansion of employme in the health field is expected through the 1970's, although the rates of growth will differ considerably (cont. on next page) |
| 003.181.014 | Electronic Technician | 16.0108 | 1-4 (9) | 3 | 21.4 | 110-135 | Rapid | |
| 003.281.010 | Draftsman, Electrical | 16.99 | 1-3 (7) | 2 | 18.2 | 40-50 | Rapid | |
| 003.281.026 | Instrumentation Technician | 16.0112 | - - | - | - | 10-15 | Rapid | |
| 005.281.018 | Draftsman, Structural | 17.13 | 2-16 (3) | 9 | 42.9 | 50-60 | Rapid | |
| 007.181.026 | Mech. Engineering Tech. | 16.0113 | 1-2 (6) | 2 | 22.2 | 5-20 | Rapid | |
| 007.281.014 | Draftsman | 17.13 | 14-15 (10) | 15 | 38.5 | 75-85 | Rapid | |
| 007.281.014 | Draftsman, Mechanical | 17.13 | 16-17 (6) | 17 | 43.6 | 50-65 | Rapid | |
| 017.281.046 | Draftsman, Commercial | 17.13 | 1-2 - | 2 | 66.7 | 25-35 | Rapid | |
| 018.188.026 | Surveyor | INA | 1-2 (11) | 2 | 14.3 | 30-40 | Rapid | |
| 020.188.026 | Programmer, Data Processing | 14.02 | 1-19 (16) | 10 | 27.8 | 70-90 | Rapid | |
| 022.281.014 | Chemical Lab. Technician | 16.105 | - - | - | - | 20-35 | Rapid | |
| 070.108.086 | Radiologist | 07.0501 | 1-2 - | 2 | 66.7 | 10-15 | Rapid | |
| 075.378.014 | Nurse, General Duty | 07.0301 | 34-37 (36) | 36 | 33.6 | 480-510 | Rapid | |
| 078.168.014 | X-Ray Technician | 07.0501 | 1-2 (4) | 2 | 28.6 | 60-70 | Rapid | |
| 078.281.014 | Medical Technician | 07.0299 | 1-2 (14) | 2 | 11.8 | 55-80 | Rapid | |
| 078.381.010 | Medical Lab. Assistant | 07.0203 | 1-2 (8) | 2 | 18.2 | 80-100 | Rapid | |
| 079.378.010 | Dental Assistant | 07.0101 | 2-3 (20) | 3 | 12.0 | 105-125 | Rapid | |

1/, *, 2/, ** Footnotes on back of page 11

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Bureau Budget No. 4-

U.S. DEPARTMENT OF LABOR
Manpower Administration

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE I: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

Page

1. State: Virginia
2. Date Report Prepared: Mo. 11 Day - Year 72
3. Unfilled Openings Data Refer to 12 Months Ending: Mo. 3 Day - Year 72
4. Geographic Coverage (Check one): [x] a. Entire State [ ] b. Area Only
5. Area Name if Area Only: Entire State
6. Political Subdivision(s) Within Area (Use reverse side if additional space is necessary.): Entire State
7. Type of Data (Check one): [x] a. Actual ES Unfilled Openings [ ] b. ES Unfilled Openings Inflated to Total Current Job Opportunities [ ] c. All Current Job Oppor (From sample survey employer job vacanci

| Dictionary of Occupational Titles: Code | Title (Abbreviate if necessary) | Vocational Education Instructional Program Code | Unfilled Openings 30 Days or More: Annual Range in Number | Annual Average: Number | Annual Average: Per Cent of Total | Number Range Anticipated in Next FY | National Growth to 1980 (a. Rapid b. Moderate c. Slow d. None e. Decline) | Comments |
|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I |
| 079.378.026 | Nurse, Licensed Practical | 07.0302 | 1/ 22-32 (21) * | 37 | 2/ 38.9 | ** 470-500 | Rapid | among individual health e[illegible] |
| 1 | Managerial Occupations | | | | | | | |
| 160.188.038 | Auditor | 14.01 | 1-2 (7) | 2 | 20.0 | 45-55 | Moderate | New career oppo[illegible] tunities for indiv[illegible] in the manageria[illegible] occupation categ[illegible] are expected to i[illegible] crease through t[illegible] 1970's. |
| 160.288.018 | Estimator | 14.01 | 1-2 (4) | 2 | 28.6 | 35-50 | Moderate | |
| 162.158.038 | Buyer | 04.12 | 1-2 (2) | 2 | 40.0 | 20-25 | Moderate | |
| 162.158.102 | Purchasing Agent | 04.12 | 1-51 (4) | 26 | 46.4 | 20-80 | Rapid | |
| 163.118.026 | Manager, Sales | 14.08 | 1-2 (12) | 2 | 13.3 | 45-70 | Rapid | |
| 168.168.050 | Credit Manager | 14.0899 | - (3) | - | - | 40-55 | Rapid | |
| 169.168.062 | Manager, Office | 14.0805 | 1-2 (36) | 2 | 5.1 | 75-85 | Rapid | |
| 169.188.014 | Underwriter | 04.13 | 1-2 (6) | 2 | 22.2 | 10-15 | Moderate | |
| 183.118.010 | Manager, Branch | 04.17 | 1-2 (11) | 2 | 14.3 | 45-55 | Rapid | |
| 184.168.114 | Warehouse Manager | 04.19 | - (11) | - | - | 55-65 | Moderate | |
| 185.168.046 | Manager, Merchandising | 04.12 | - (4) | - | - | 25-35 | Moderate | |
| 185.168.054 | Manager, Retail Trade | 04.08 | 1-2 (17) | 2 | 10.0 | 150-175 | Moderate | |
| 186.118.014 | Controller | 04.04 | 1-2 - | 2 | 66.7 | 10-15 | Moderate | |
| 186.168.010 | Bank Cashier | 04.04 | - (4) | - | - | 30-35 | Moderate | |
| 187.168.126 | Restaurant Manager | 04.07 | 7-10 (9) | 9 | 34.6 | 125-135 | Moderate | |
| 189.168.018 | Manager Trainee | 14.08 | 25-30 (84) | 28 | 20.1 | 430-480 | Moderate | |

1/, *, 2/, ** Footnotes on back of page 11

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U.S. DEPARTMENT OF LABOR
Manpower Administration

Bureau Budget No. 45

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE I: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

Page 2

| 1. State | 2. Date Report Prepared (Mo. / Day / Year) | 3. Unfilled Openings Data Refer to 12 Months Ending (Mo. / Day / Year) | 4. Geographic Coverage (Check one) | 5. Area Name if Area Only |
|---|---|---|---|---|
| Virginia | 11 / - / 72 | 3 / - / 72 | [X] a. Entire State [ ] b. Area Only | Entire State |

6. Political Subdivision(s) Within Area (Use reverse side if additional space is necessary.)

Entire State

7. Type of Data (Check one)

[X] a. Actual ES Unfilled Openings [ ] b. ES Unfilled Openings Inflated to Total Current Job Opportunities [ ] c. All Current Job Oppor (From sample survey employer job vacanci

| Dictionary of Occupational Titles | | | Unfilled Openings 30 Days or More | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Annual Average | | | | |
| Code | Title (Abbreviate if necessary) | Vocational Education Instructional Program Code | Annual Range in Number | Number | Per Cent of Total | Number Range Anticipated in Next FY | National Growth to 1980 a. Rapid b. Moderate c. Slow d. None e. Decline | Comments |
| A | B | C | D | E | F | G | H | I |
| 2 | Clerical & Sales | | 1/ * | | 2/ | ** | | Individuals quali in the clerical occupations cate are in great den throughout the s Employment in t clerical occupat is expected to in rapidly through 1970's. Employ turnover is espe high among cler workers becaus of the women wh this type of wor their jobs to car their families. C occupations in s est demand are s taries (201.368 stenographers (2 388 014), typist (cont. on next pa |
| 201.368.018 | Secretary | 14.0702 | 29-30 (195) | 30 | 76.8 | 950-975 | Rapid | |
| 202.388.014 | Stenographer | 14.0703 | 21-36 (23) | 33 | 41.3 | 885-900 | Rapid | |
| 202.388.022 | Stenotypist | 14.07 | 1-2 (5) | 3 | 37.5 | 25-30 | Rapid | |
| 206.388.022 | Clerk, File | 14.03 | 1-2 (20) | 3 | 13.0 | 505-515 | Rapid | |
| 207.782.026 | Off-Set Duplicating Mach. Operator | 14.0301 | - - | - | - | 50-65 | Rapid | |
| 207.885.010 | Duplicating Mach. Oper. | 14.0301 | - - | - | - | 40-50 | Rapid | |
| 209.388.022 | Clerk-typist | 14.0901 | 61-63 (71) | 62 | 31.8 | 650-1500 | Rapid | |
| 209.688.034 | Proofreader | 14.0399 | - (2) | - | - | 35-40 | Rapid | |
| 210.388.022 | Bookkeeper | 14.0102 | 4-9 (76) | 7 | 7.9 | 500-530 | Moderate | |
| 211.468.010 | Cashier, Clerical II | 04.08 | 3-13 (62) | 8 | 10.3 | 510-530 | Rapid | |
| 212.368.010 | Bank Teller | 14.0105 | 2-3 (35) | 3 | 7.5 | 190-200 | Rapid | |
| 213.382.018 | Computer Operator, Digit. | 14.0201 | 1-2 (6) | 2 | 22.2 | 65-100 | Rapid | |
| 213.582.010 | IBM Tabulating Mach. Op. (Keypunch, Verifier, Sorter, Etc.) | 14.020201 | 16-22 (2) | 19 | 47.5 | 460-525 | Rapid | |
| 215.388.010 | Bookkeeping Machine Oper. | 14.0104 | 1-3 (4) | 2 | 25.0 | 205-225 | Rapid | |
| 215.488.010 | Payroll Clerk | 14.0104 | 1-2 (3) | 2 | 33.0 | 135-145 | Moderate | |
| 219.388.066 | Clerk, General Office | 14.0303 | 17-18 (129) | 18 | 11.0 | 175-950 | Rapid | |
| 219.388.210 | Rate Clerk, Motor Trans. | 14.01 | 1-2 (3) | 2 | 33.3 | 30-35 | Rapid | |

1/, *, 2/, ** Footnotes on back of page 11

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U.S. DEPARTMENT OF LABOR
Manpower Administration

Bureau Budget No.

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE I LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

Page

| 1. State | 2. Date Report Prepared | 3. Unfilled Openings Data Refer to 12 Months Ending | 4. Geographic Coverage (Check one) | 5. Area Name if Area Only |
|---|---|---|---|---|
| Virginia | Mo. 11 Day - Year 72 | Mo. 3 Day - Year 72 | [X] a. Entire State [ ] b. Area Only | Entire State |

6. Political Subdivision(s) Within Area (Use reverse side if additional space is necessary.)

Entire State

7. Type of Data (Check one)

[X] a. Actual ES Unfilled Openings [ ] b. ES Unfilled Openings Inflated to Total Current Job Opportunities [ ] c. All Current Job Opp. (From sample surve employer job vacanc

| Dictionary of Occupational Titles | | Vocational Education Instructional Program Code | Unfilled Openings 30 Days or More | | | | National Growth to 1980 | Comments |
|---|---|---|---|---|---|---|---|---|
| | | | | Annual Average | | | | |
| Code | Title (Abbreviate if necessary) | | Annual Range in Number | Number | Per Cent of Total | Number Range Anticipated in Next FY | a. Rapid b. Moderate c. Slow d. None e. Decline | |
| A | B | C | D | E | F | G | H | I |
| | | | 1/ * | | 2/ | ** | | |
| 219.388.274 | Timekeeper | 14.01 | - (5) | - | - | 45-55 | Moderate | 388.022), Bookk |
| 219.488.010 | Accounting Clerk | 14.0303 | 1-2 (37) | 2 | 5.0 | 225-230* | Moderate | and acc |
| 222.387.026 | Clerk, Shipping & Receiving | 14.0503 | 4-5 (16) | 4 | 16.0 | 370-390 | Slow | (210.388.022 ar |
| 223.387.054 | Auto Parts Clerk | INA | 1-4 (10) | 3 | 20.0 | 130-155 | Moderate | 488.010 respec |
| 223.387.058 | Clerk, Parts Order, Motor Transp. | INA | - (2) | - | - | 20-25 | Moderate | There is a cont demand for indi |
| 223.387.094 | Clerk, Stock | INA | 2-3 (36) | 3 | 7.3 | 635-670 | Moderate | with sales exper |
| 230.878.022 | Messenger, Clerical | 14.0405 | 5-6 (1) | 6 | 50.0 | 90-140 | Moderate | |
| 235.862.022 | Switchboard Operator | 14.0401 | 6-7 (9) | 7 | 31.8 | 280-305 | Moderate | |
| 237.368.038 | Receptionist | 14.0406 | 2-3 (112) | 3 | 2.6 | 250-275 | Rapid | |
| 241.168.010 | Claim Adjuster | 04.13 | - (11) | - | - | 40-45 | Moderate | |
| 250.258.014 | Salesman, Insurance | 04.13 | 126-131 (27) | 129 | 45.4 | 625-655 | Moderate | |
| 250.358.026 | Real Estate Salesman | 04.17 | 1-2 (27) | 2 | 6.7 | 90-100 | Moderate | |
| 258.358.010 | Salesman, Advertising | 04.01 | 1-12 (5) | 7 | 38.9 | 35-45 | Moderate | |
| 298.051.010 | Display Man | 04.01 | - (6) | - | - | 35-45 | Moderate | |
| 299.138.022 | Dept. Manager, Retail Establishment | 04.08 | 2-3 (14) | 3 | 15.8 | 165-175 | Moderate | |
| 3 | Service Occupations | | | | | | | |
| 306.878.010* | Maid, General | 09.0205 | 88-138 (26) | 113 | 44.8 | 800-3500 | Moderate | |
| 311.878.010 | Bus Boy | 17.2904 | 1-4 (19) | 3 | 12.5 | 335-360 | Slow | |

1/, *, 2/, ** Footnotes on back of page 11

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Manpower Administration

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH



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5. Area Name if Area Only: Entire State
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| Dictionary of Occupational Titles | | | Unfilled Openings 30 Days or More | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Annual Average | | | | |
| Code | Title (Abbreviate if necessary) | Vocational Education Instructional Program Code | Annual Range in Number | Number | Per Cent of Total | Number Range Anticipated in Next FY | National Growth to 1980 a. Rapid b. Moderate c. Slow d. None e. Decline | Comments |
| A | B | C | D | E | F | G | H | I |
| | | | 1/ * | | 2/ ** | | | |
| 311.878.058 | Waitress | 17.2904 | 39-59 (207) | 49 | 16.1 | 200-1475 | Rapid | Occupations in the service occupations group are in strong demand. Future employment in service occupations is expected to increase f[illegible] er than the labor fo[illegible] as a whole as incom[illegible] levels rise and leis[illegible] time increases. |
| 313.131.010 | Chef | 17.2902 | 1-2 (2) | 2 | 20.0 | 30-45 | Rapid | |
| 313.381.018 | Cook (Hotel & Restaurant) | 17.2902 | 16-20 (42) | 18 | 23.7 | 430-445 | Rapid | |
| 314.381.010 | Cook, Short Order | 17.2902 | 11-18 (45) | 15 | 20.3 | 605-635 | Rapid | |
| 316.781.010 | Butcher, Meat Cutter | 17.2903 | 2-6 (7) | 4 | 26.7 | 30-40 | Slow | |
| 316.884.018 | Meat Cutter | 17.2903 | 2-4 (15) | 3 | 14.3 | 65-75 | None | |
| 316.884.022 | Meat Cutter, Apprentice | 17.2903 | - (1) | - | - | 25-70 | None | |
| 317.884.018 | Pantryman (Salad Girl) | 17.2902 | 2-3 (8) | 3 | 23.1 | 10-15 | None | |
| 318.887.010 | Kitchen Helper | 17.2999 | 22-28 (26) | 25 | 32.9 | 140-200 | Rapid | |
| 321.138.010 | Housekeeper | 09.0205 | 2-3 (56) | 3 | 4.8 | 100-1175 | Moderate | |
| 319.138.010 | Manager, Service Estab. | 17.17 | - (27) | - | - | 25-35 | Moderate | |
| 330.371.010 | Barber | 17.2601 | 1-2 (14) | 2 | 11.8 | 190-200 | Moderate | |
| 332.271.010 | Cosmetologist | 17.2602 | 1-5 (60) | 3 | 4.5 | 75-90 | Moderate | |
| 354.878.022 | Nurse, Practical | 07.0302 | 4-13 (17) | 9 | 26.5 | 115-150 | Rapid | |
| 355.878.034 | Nurse Assistant | 07.0303 | 1-3 (28) | 2 | 6.3 | 150-190 | Rapid | |
| 355.878.038 | Orderly | 07.0303 | 3-4 (4) | 3 | 27.3 | 210-250 | Rapid | |
| 355.878.042 | Psychiatric Aid | 07.0304 | 25-27 (1) | 26 | 49.1 | 210-220 | Rapid | |
| 359.878.014 | Childcare Attendant | 09.0901 | 7-16 (57) | 12 | 15.0 | 95-120 | Moderate | |
| 361.884.010 | Laundryman, Hand | 17.16 | 1-2 (5) | 2 | 25.0 | 5-10 | Moderate | |
| 362.782.010 | Dry Cleaner | 17.16 | - (4) | - | - | 40-50 | Slow | |
| 363.782.018 | Presser, Machine | 17.16 | 1-8 (16) | 5 | 20.0 | 185-230 | Slow | |
| 365.381.014 | Shoe Repairman | 17.3402 | 1-2 - | 2 | 66.7 | 10-15 | None | |

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Bureau Budget No. 44-R143

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE I: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH



| 1. State | 2. Date Report Prepared | 3. Unfilled Openings Data Refer to 12 Months Ending | 4. Geographic Coverage (Check one) | 5. Area Name if Area Only |
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[X] a. Actual ES Unfilled Openings [ ] b. ES Unfilled Openings Inflated to Total Current Job Opportunities [ ] c. All Current Job Opportunities (From sample survey of employer job vacancies)

| Dictionary of Occupational Titles: Code | Title (Abbreviate if necessary) | Vocational Education Instructional Program Code | Unfilled Openings 30 Days or More: Annual Range in Number | | Annual Average: Number | Annual Average: Per Cent of Total | Number Range Anticipated in Next FY | National Growth to 1980 (a. Rapid, b. Moderate, c. Slow, d. None, e. Decline) | Comments |
|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | | E | F | G | H | I |
| | | | 1/ | * | | 2/ | ** | | |
| 373.884.014 | Fireman | 17.2801 | 2-6 | (5) | 4 | 30.8 | 60-65 | Rapid | |
| 375.268.030 | Patrolman | 17.2802 | 12-14 | (26) | 13 | 25.0 | 130-145 | Rapid | |
| 376.868.014 | Detective | 17.2802 | 1-2 | (1) | 2 | 50.0 | 10-25 | INA | |
| 381.887.026 | Porter | 17.11 | 35-42 | (13) | 39 | 43.3 | 300-1100 | Rapid | |
| 382.884.010 | Janitor | 17.11 | 3-4 | (28) | 4 | 11.4 | 230-295 | Moderate | |
| 4 | Farming, Fisheries, Forestry and Related Occupations | | | | | | | | The demand for individuals in the farming, fishery, forestry and related occupations category is highly seasonal. The farming industry during the harvest season creates a strong demand for short term employment. The working conditions, hours & low pay make it difficult to fill many job openings throughout the state. |
| 404.883.018 | Farm Hand, Fruit I | 01.01 | 1-2 | (2) | 2 | 20.0 | 375-450 | INA | |
| 404.887.013 | Farm Hand, Fruit II | 01.01 | - | - | - | - | 50-1425 | INA | |
| 406.168.010 | Nurseryman | 01.05 | - | (4) | - | - | 25-35 | INA | |
| 407.181.010 | Landscape Gardener | 01.0504 | 1-3 | (5) | 2 | 22.2 | 15-20 | INA | |
| 407.884.010 | Groundskeeper | 01.0504 | 4-9 | (15) | 7 | 25.0 | 235-245 | INA | |
| 411.884.010 | Farm Hand, Dairy | 01.0101 | 1-3 | (4) | 2 | 25.0 | 75-90 | INA | |
| 412.883.010 | Farm Hand, General | 01.01 | 5-7 | (1) | 6 | 46.2 | 80-85 | INA | |
| 5 | Processing Occupations | | | | | | | | |
| 513.381.022 | Molder, Floor | 04.09 | 1-2 | - | 2 | 66.7 | 10-15 | INA | |
| 526.781.010 | Baker | 17.2901 | 1-2 | (5) | 2 | 25.0 | 35-40 | INA | |
| 526.886.010 | Baker Helper | 17.2901 | 1-2 | (5) | 2 | 25.0 | 60-80 | INA | |

1/, *, 2/, ** Footnotes on back of page 11

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EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE I LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH



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| Dictionary of Occupational Titles: Code | Title (Abbreviate if necessary) | Vocational Education Instructional Program Code | Unfilled Openings 30 Days or More: Annual Range in Number | Annual Average: Number | Annual Average: Per Cent of Total | Number Range Anticipated in Next FY | National Growth to 1980 (a. Rapid, b. Moderate, c. Slow, d. None, e. Decline) | Comments |
|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I |
| | | | 1/ * | | 2/ | ** | | |
| 529.886.010 | Production Helper, Food Prep. I | 04.06 | 10-100 (5) | 55 | 21.7 | 180-430 | INA | |
| 6 | Machine Trade Occupations | | | | | | | The demand for individuals with machine trade qualifications ranges from slow to rapid. Industrial growth, combined with the relatively long training period involved for many of these jobs contributes to the supply shortages in many occupations in this group. |
| 600.280.030 | Machinist | 17.2302 | 19-22 (15) | 21 | 37.5 | 175-195 | Slow | |
| 600.380.026 | Machine Set-up Operator, Machine Shop | 17.2302 | - (2) | - | - | 60-70 | Slow | |
| 600.381.010 | Lay-Out Man, Mach. Shop | 17.2302 | 1-2 (2) | 2 | 40.0 | 25-30 | None | |
| 601.280.062 | Tool and Die Maker | 17.2307 | 1-5 (3) | 3 | 33.3 | 55-65 | Slow | |
| 609.885.026 | Machine Operator, Prod. | 17.2302 | 10-11 (14) | 11 | 31.4 | 350-360 | Slow | |
| 620.281.010 | Air Conditioning Mechanic | 17.01 | - (4) | - | - | 65-80 | Rapid | |
| 620.281.014 | Auto Mechanic | 17.0302 | 11-26 (59) | 19 | 19.8 | 315-320 | Moderate | |
| 620.281.034 | Brakeman, Auto | 17.0302 | 1-2 (5) | 2 | 25.0 | 25-30 | Moderate | |
| 620.281.046 | Construction Equip. Mech. | 17.1099 | 1-2 (5) | 2 | 25.0 | 55-60 | Moderate | |
| 620.281.062 | Front-End Man | 17.1003 | 1-2 (2) | 2 | 40.0 | 40-50 | Moderate | |
| 620.281.070 | Truck Mechanic | 17.100301 | 6-8 (23) | 7 | 18.9 | 90-100 | Moderate | |
| 620.281.098 | Transmission Mechanic | 17.0303 | 1-3 (3) | 2 | 28.6 | 35-40 | Moderate | |
| 620.381.010 | Auto Radiator Man | 17.0302 | - - | - | - | 10-20 | Moderate | |
| 620.381.014 | Auto Service Mechanic | 17.0302 | 1-8 (13) | 5 | 22.7 | 110-120 | Rapid | |
| 623.281.034 | Motorboat Mechanic | 17.22 | 1-2 (1) | 2 | 50.0 | 15-20 | Slow | |
| 624.281.010 | Farm Equipment Mechanic | 01.99 | 1-3 (1) | 2 | 40.0 | 35-40 | Slow | |

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Bureau Budget No.

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|---|---|---|---|---|---|---|---|---|
| | | | | Annual Average | | | | |
| Code | Title (Abbreviate if necessary) | Vocational Education Instructional Program Code | Annual Range in Number | Number | Per Cent of Total | Number Range Anticipated in Next FY | National Growth to 1980 a. Rapid b. Moderate c. Slow d. None e. Decline | Comment |
| A | B | C | D | E | F | G | H | I |
| | | | 1/ * | | 2/ | ** | | |
| 625.281.010 | Diesel Mechanic | 17.12 | 1-2 (3) | 2 | 33.3 | 60-70 | Rapid | |
| 633.281.030 | Office Machine Serviceman | 17.06 | 1-5 (2) | 3 | 37.5 | 40-50 | Rapid | |
| 637.281.014 | Refrigeration & Air Cond. Mechanic | 17.01 | 1-2 (9) | 2 | 16.7 | 55-70 | Rapid | |
| 638.271.022 | Maintenance Mechanic | 16.0111 | 2-4 (29) | 3 | 8.6 | 120-140 | Moderate | |
| 638.281.034 | Millwright | 17.1099 | 1-6 (1) | 4 | 50.0 | 40-55 | Slow | |
| 639.281.010 | Coin Machine Serviceman | INA | - (1) | - | - | 25-40 | Moderate | |
| 639.281.014 | Sewing Machine Repairman | INA | 1-2 (2) | 2 | 40.0 | 40-50 | Slow | |
| 651.782.042 | Off-Set Pressman | 17.1902 | 1-2 (13) | 2 | 12.5 | 45-80 | Moderate | |
| 660.280.010 | Cabinet Maker | 17.3601 | 3-4 (18) | 4 | 16.0 | 60-65 | Moderate | |
| 667.782.114 | Sawmill Worker | 17.3600 | 1-5 (1) | 3 | 37.5 | 85-95 | INA | |
| 7 | Benchwork Occupations | | | | | | | Many factors a. pected to contr. to the growing for repairmen. expected increa annual disposal come will contr to an increased mand for house appliances and |
| 712.381.014 | Dental Lab. Technician | 07.0103 | 1-3 (3) | 2 | 40.0 | 15-20 | Rapid | |
| 720.281.010 | Radio Repairman | 17.15 | 1-2 (1) | 2 | 50.0 | 25-30 | Rapid | |
| 720.281.018 | Television Serviceman | 17.1503 | 2-3 (10) | 3 | 20.0 | 75-90 | Rapid | |
| 721.281.022 | Electric Motor Serviceman | 17.1403 | - (2) | - | - | 25-30 | Rapid | |
| 723.381.010 | Electrical Appliance Repairman | 17.02 | 1-10 (1) | 7 | 58.3 | 45-55 | Moderate | |
| 729.381.030 | Tester, Systems: Elect. | 17.15 | 1-3 - | 2 | 50.0 | 205-255 | Rapid | |
| 763.381.010 | Furniture Finisher | 17.36 | 1-3 (2) | 2 | 33.3 | 75-90 | Moderate | |

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U.S. DEPARTMENT OF LABOR
Manpower Administration

Bureau Budget No. 44-R143

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
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|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I |
| | | | 1/ * | | 2/ | ** | | |
| 780.381.030 | Upholsterer | 17.35 | 1-4 (4) | 3 | 33.3 | 70-80 | Moderate | items which repair- |
| 780.884.018 | Upholsterer, Furniture | 17.35 | 2-3 (1) | 3 | 50.0 | 15-30 | None | men service. |
| 781.381.022 | Pattern Maker, Garment | 17.33 | 1-3 - | 2 | 50.0 | 35-90 | INA | |
| 781.884.030 | Cutter, Machine, Any Ind. | 17.3399 | 1-8 (2) | 5 | 45.5 | 10-20 | Moderate | |
| 785.261.010 | Tailor | 04.02 | 1-2 (1) | 2 | 50.0 | 40-50 | INA | |
| 785.381.018 | Seamstress | 09.0202 | 2-7 (11) | 5 | 25.0 | 105-130 | INA | |
| 786.782.090 | Sewing Mach. Op., Gar. | 17.3399 | 98-129 (15) | 114 | 47.1 | 520-1650 | INA | |
| 787.782.086 | Sewing Machine Operator, Regular Equipment | 17.3399 | 16-68 (8) | 42 | 45.7 | 300-410 | INA | |
| 787.885.078 | Sewing Machine Operator | 17.3399 | - (10) | - | - | 50-75 | INA | |
| 8 | Structural Work Occupations | | | | | | | The anticipated increase in both household and commercial construction during the 1970's indicates a continuing strong demand for those related workers in this occupational group. |
| 801.781.010 | Structural Steel Worker | 17.1022 | 2-3 (2) | 3 | 42.9 | 35-45 | Rapid | |
| 80[illegible].281.010 | Sheet Metal Worker | 17.2305 | 7-8 (32) | 8 | 17.0 | 235-245 | Rapid | |
| 806.381.042 | Shipfitter, Ship & Boat | INA | 1-3 (10) | 2 | 14.3 | 255-270 | INA | |
| 807.381.010 | Auto. Body Repairman | 17.0301 | 2-13 (21) | 7 | 20.0 | 100-120 | Moderate | |
| 80[illegible].884.014 | Assembler, Production line | INA | - (5) | - | - | 200-280 | Moderate | |
| 810.884.018 | Welder | 17.230602 | 14-27 (26) | 21 | 31.3 | 265-360 | Rapid | |
| 812.884.014 | Welder, Combination | 17.230603 | 1-5 (8) | 3 | 21.4 | 190-270 | Rapid | |
| 816.884.014 | Flame Cutter (scrap burner) | 17.230601 | 1-2 (5) | 2 | 25.0 | 40-45 | Rapid | |

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U.S. DEPARTMENT OF LABOR
Manpower Administration

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|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I |
| | | | 1/ a | | 2/ | ** | | |
| 821.281.102 | Lineman | 17.1402 | 1-7 - | 4 | 50.0 | 70-90 | Slow | |
| 822.381.026 | Lineman, Tel. & Tel. | 17.1402 | 1-5 (2) | 3 | 50.0 | 60-90 | Slow | |
| 824.281.014 | Electrician | 17.10 2 | 1-17 (31) | 9 | 18.4 | 155-190 | Rapid | |
| 825.381.030 | Electrician, Ship & Boat | 17.1002 | 1-2 (1) | 2 | 50.0 | 75-100 | Rapid | |
| 827.281.014 | Electric Appliance Serviceman | 17.0201 | 1-2 (2) | 2 | 40.0 | 40-60 | Rapid | |
| 828.281.022 | Electronics Mechanic | 16.0108 | 2-8 (10) | 5 | 25.0 | 65-80 | Moderate | |
| 840.781.018 | Painter | 17.1005 | 8-23 (57) | 16 | 18.2 | 290-300 | Moderate | |
| 842.781.018 | Plasterer | 17.1006 | 1-2 (10) | 2 | 15.4 | 45-60 | Moderate | |
| 844.884.014 | Cement Mason | 17.1009 | 8-9 (6) | 9 | 39.1 | 110-125 | Rapid | |
| 845.781.015 | Painter, Automobile | 17.0301 | - (6) | - | - | 20-30 | Moderate | |
| 850.883.010 | Bulldozer Operator | 17.100302 | 1-2 (4) | 2 | 28.6 | 140-150 | Rapid | |
| 850.883.030 | Power Shovel Operator | 17.100302 | 1-2 (24) | 2 | 7.4 | 70-80 | Rapid | |
| 859.383.042 | Heavy Equip. Oper. Const. | 17.100302 | 3-5 (28) | 4 | 11.1 | 140-190 | Rapid | |
| 860.381.026 | Carpenter | 17.1001 | 40-89 (133) | 65 | 24.8 | 510-560 | Moderate | |
| 861.381.010 | Bricklayer | 17.1004 | 12-31 (37) | 43 | 53.8 | 215-260 | Moderate | |
| 861.781.022 | Stonemason | 17.1004 | - - | - | - | 10-20 | Slow | |
| 861.781.038 | Tile Setter | 17.1004 | 1-18 (1) | 10 | 50.0 | 55-60 | Slow | |
| 862.281.018 | Oil Burner Installation Serviceman | 17.0102 | 1-2 (5) | 2 | 25.0 | 45-65 | Rapid | |
| 862.381.042 | Pipefitter | 17.1007 | 2-12 (9) | 7 | 30.4 | 80-105 | Rapid | |
| 862.381.074 | Plumber | 17.1007 | 4-9 (34) | 7 | 14.9 | 115-165 | Rapid | |

1/, *, 2/, ** Footnotes on back of page 11



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U.S. DEPARTMENT OF LABOR
Manpower Administration

Bureau Budget No. 44-R

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE I: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

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| 1. State | 2. Date Report Prepared (Mo. / Day / Year) | 3. Unfilled Openings Data Refer to 12 Months Ending (Mo. / Day / Year) | 4. Geographic Coverage (Check one) | 5. Area Name if Area Only |
|---|---|---|---|---|
| Virginia | 11 / - / 72 | 3 / - / 72 | [X] a. Entire State [ ] b. Area Only | Entire State |

6. Political Subdivision(s) Within Area (Use reverse side if additional space is necessary.)

Entire State

7. Type of Data (Check one)

[X] a. Actual ES Unfilled Openings [ ] b. ES Unfilled Openings Inflated to Total Current Job Opportunities [ ] c. All Current Job Opportunities (From sample survey of employer job vacancies)

| Dictionary of Occupational Titles | | | Unfilled Openings 30 Days or More | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Annual Average | | | | |
| Code | Title (Abbreviate if necessary) | Vocational Education Instructional Program Code | Annual Range in Number | Number | Per Cent of Total | Number Range Anticipated in Next FY | National Growth to 1980 a. Rapid b. Moderate c. Slow d. None e. Decline | Comments |
| A | B | C | D | E | F | G | H | I |
| 863.884.026 | Insulation Worker | 17.1099 | 1-4 (7) | 3 | 25.0 | 90-105 | Moderate | |
| 866.381.010 | Roofer | 17.1010 | 3-4 (17) | 4 | 16.7 | 100-180 | Rapid | |
| 869.281.010 | Furnace Installer and Repairman, Hot Air | 17.0102 | - (1) | - | - | 20-30 | Moderate | |
| 869.887.042 | Furnace Installer and Repairman, Hot Air (helper) | 17.0102 | - (3) | - | - | 30-50 | Moderate | |
| 899.281.010 | Maintenance Man, Factory or Mill | 17.1099 | 2-13 (5) | 8 | 40.0 | 155-160 | Moderate | |
| 899.381.010 | Maintenance Man, Bldg. | 17.10 | 2-10 (26) | 6 | 15.8 | 165-200 | Moderate | The demand for truck |
| 899.887.014 | Maintenance Man, Helper | 17.1099 | 1-2 (10) | 2 | 15.4 | 170-175 | Moderate | drivers within the |
| 9 | Miscellaneous Occupations | | | | | | | state is anticipated to |
| | | | | | | | | increase somewhat |
| 902.883.014 | Dump Truck Driver, Off Highway | 04.19 | 2-15 (17) | 9 | 26.5 | 220-240 | Moderate | rapidly throughout the 1970's, as a result of the increased volume |
| 903.883.014 | Tank Truck Driver | 04.19 | 1-2 (2) | 2 | 40.0 | 45-50 | Moderate | of freight that will be |
| 904.883.014 | Trailer Truck Driver | 04.19 | 11-25 (16) | 18 | 34.6 | 215-250 | Moderate | carried by motor carrier. The increasing demand for service |
| 905.883.026 | Truck Driver, Light | 04.19 | 5-6 (77) | 6 | 6.8 | 50-1200 | Moderate | station attendants, combined with the often |
| 915.867.010 | Auto. Service Station Attendant | 04.16 | 8-10 (65) | 9 | 10.8 | 770-810 | Moderate | (cont. on back of page |
| 915.884.014 | Tire Repairman | 17.0399 | 2-3 (6) | 3 | 27.3 | 125-130 | INA | |

1/, *, 2/, ** Footnotes on back of page 11

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low pay and long hours offered by many of these jobs, result in unfilled openings in most areas of the state.

Footnotes:

1/ Unfilled job openings for 30 days or more

2/ The annual average, number of openings unfilled 30 days or more, as a percentage of annual average total number of unfilled openings in the occupation

* This column is a reflection of the current demand determined from unfilled openings for less than 30 days and an analysis of want ads in area newspapers

** This column is more representative of the overall demand expected for the next fiscal year rather than just the expected unfilled openings for 30 days or more. It is therefore more closely related to inflated E.S. job openings, current job openings and expected job opportunities.

APPENDIX F

EMPLOYMENT AND JOB OPPORTUNITIES FOR 1975 and 1979

ESTIMATED EMPLOYMENT AND JOB OPPORTUNITIES IN OCCUPATIONS SURVEYED BY 1975 AND 1979
FOR ALL INDUSTRY GROUPS

| Occupations Surveyed | April 1973 Employment | | Employment by 1975 | | Demand by 1975 | | Employment by 1979 | | Demand by 19 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Female | Total | % Change | Total 1/ | Net 2/ | Total | % Change | Total 1/ | Net 2 |
| Total of All Industry Groups | 7,808 | 3,827 | 8,753 | 12.1 | 1,150 | 823 | 9,610 | 23.1 | 3,176 | 2,6 |
| Accountant | 84 | 13 | 103 | 22.6 | 21 | 21 | 114 | 35.7 | 44 | - |
| Accounting Clerk | 83 | 53 | 94 | 13.3 | 13 | 6 | 105 | 26.5 | 38 | 2 |
| Administrative Assistant | 130 | 22 | 157 | 20.8 | 28 | 25 | 160 | 23.1 | 45 | 4 |
| Adm. Asst. (Medical Services) | 9 | 6 | 12 | 33.3 | 3 | - | 16 | 77.8 | 10 | |
| Alteration Tailor | 15 | 15 | 15 | - | - | - | 15 | - | 2 | |
| Auditor | 23 | 7 | 27 | 17.4 | 4 | 4 | 27 | 17.4 | 6 | |
| Auto Body Repairman | 48 | - | 67 | 39.6 | 19 | 18 | 78 | 62.5 | 35 | 3 |
| Automobile Mechanic | 213 | - | 252 | 18.3 | 42 | 22 | 290 | 36.2 | 103 | 7 |
| Auto Parts Clerk | 82 | - | 84 | 2.4 | 2 | - | 103 | 25.6 | 25 | 2 |
| Bank Teller | 97 | 82 | 104 | 7.2 | 10 | 8 | 109 | 12.4 | 32 | 2 |
| Beautician | 84 | 79 | 99 | 17.9 | 17 | 17 | 119 | 41.7 | 55 | 5 |
| Bookkeeper | 246 | 183 | 264 | 7.3 | 25 | 25 | 280 | 13.8 | 80 | 8 |
| Bookkeeping Machine Operator | 18 | 16 | 27 | 50.0 | 9 | 9 | 31 | 72.2 | 17 | 1 |
| Bricklayer | 72 | - | 85 | 18.1 | 15 | 1 | 101 | 40.3 | 48 | 3 |
| Butcher (Meat Cutter) | 62 | 2 | 65 | 4.8 | 6 | 6 | 71 | 14.5 | 18 | 1 |
| Buyer | 64 | 36 | 66 | 3.1 | 3 | - | 70 | 9.4 | 17 | - |

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| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Calculator Oper | 15 | - | 18 | 20.0 | 4 | 4 | 20 | 33.3 | 10 |
| Carpenter | 239 | - | 272 | 13.8 | 37 | 16 | 283 | 18.4 | 73 |
| Case Worker/Social Worker | 35 | 33 | 43 | 22.9 | 9 | 7 | 48 | 37.1 | 21 |
| Cement Finisher | 9 | - | 9 | - | - | - | 9 | - | - |
| Chef | 10 | - | 18 | 80.0 | 8 | 8 | 18 | 80.0 | 8 |
| Chemist | 29 | - | 31 | 6.9 | 2 | 2 | 31 | 6.9 | 4 |
| Clerk, Credit | 61 | 61 | 65 | 6.6 | 7 | - | 73 | 19.7 | 27 |
| Clerk, General | 487 | 372 | 543 | 11.5 | 75 | 63 | 602 | 23.6 | 225 |
| Clerk, Payroll | 57 | 53 | 63 | 10.5 | 7 | 4 | 67 | 17.5 | 24 |
| Clerk, Shipping/Receiving | 73 | 18 | 91 | 24.7 | 18 | - | 103 | 41.1 | 37 |
| Clerk, Statistical | 23 | 17 | 24 | 4.3 | 1 | - | 24 | 4.3 | 5 |
| Clerk, Stock Control | 83 | 23 | 89 | 7.2 | 6 | - | 98 | 18.1 | 22 |
| Clerk-Typist | 350 | 349 | 419 | 19.7 | 84 | 84 | 478 | 36.6 | 218 |
| Construction Equip. Mechanic | 9 | - | 9 | - | - | - | 9 | - | - |
| Construction Inspector | 34 | - | 35 | 2.9 | 3 | 3 | 35 | 2.9 | 5 |
| Cook | 183 | 118 | 199 | 8.7 | 20 | 8 | 210 | 14.8 | 59 |
| Credit Manager | 27 | 8 | 30 | 11.1 | 3 | - | 30 | 11.1 | 4 |
| Data Processing Computer Operator | 39 | 9 | 45 | 15.4 | 6 | 1 | 51 | 30.8 | 14 |
| Data Processing Keypunch Operator | 27 | 24 | 32 | 18.5 | 5 | 4 | 35 | 29.6 | 13 |
| Data Processing Machine Opr. (Sorter, Verifier, etc.) | 20 | 6 | 27 | 35.0 | 7 | - | 29 | 45.0 | 10 |
| Data Processing Programmer | 10 | 4 | 10 | - | - | - | 12 | 20.0 | 2 |
| Delinquent Loan Clerk | 12 | 7 | 16 | 33.3 | 4 | 3 | 17 | 41.7 | 6 |

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ANTICIPATED EMPLOYMENT AND JOB OPPORTUNITIES FOR OCCUPATIONS SURVEYED BY 1975 AND 1979
FOR ALL INDUSTRY GROUPS
(CONT'D.)

| Occupations Surveyed | April 1973 Employment | | Employment by 1975 | | Demand by 1975 | | Employment by 1979 | | Demand by 19 |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Female | Total | % Change | Total 1/ | Net 2/ | Total | % Change | Total 1/ |
| Dept. Mgr., Retail Establishment | 209 | 80 | 217 | 3.8 | 12 | - | 217 | 3.8 | 36 |
| Diesel Mechanic | 11 | - | 15 | 36.4 | 4 | 4 | 15 | 36.4 | 4 |
| Director, Personnel | 28 | 7 | 36 | 28.6 | 8 | 8 | 38 | 35.7 | 12 |
| Draftsman | 75 | 6 | 90 | 20.0 | 15 | 4 | 103 | 37.3 | 34 |
| Electrician | 150 | - | 192 | 28.0 | 44 | 30 | 239 | 59.3 | 107 |
| Electronic Technician | 175 | 2 | 185 | 5.7 | 11 | - | 193 | 10.3 | 27 |
| Employment Interviewer | 21 | 5 | 21 | - | - | - | 21 | - | - |
| Engineer, Chemical | 16 | - | 16 | - | - | - | 17 | 6.3 | 3 |
| Engineer, Civil | 18 | - | 18 | - | - | - | 19 | 5.6 | 4 |
| Engineer, Electrical | 7 | - | 9 | 28.6 | 2 | 2 | 10 | 42.9 | 4 |
| Engineer, Industrial | 12 | - | 13 | 8.3 | 1 | 1 | 15 | 25.0 | 3 |
| Engineer, Mechanical | 206 | - | 228 | 10.7 | 25 | 25 | 267 | 29.6 | 84 |
| Estimator | 10 | 1 | 12 | 20.0 | 2 | 2 | 24 | 40.0 | 14 |
| Fireman/Firefighter | 25 | - | 26 | 4.0 | 2 | - | 28 | 12.0 | 7 |
| Heavy Equip. Opr. (Construction) | 227 | - | 231 | 1.8 | 7 | 7 | 236 | 4.0 | 33 |
| Laboratory Technician | 58 | 43 | 60 | 3.4 | 3 | 3 | 63 | 8.6 | 16 |
| Librarian | 40 | 33 | 45 | 12.5 | 6 | 6 | 52 | 30.0 | 22 |

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| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| [illegible] | 36 | 7 | 36 | - | - | - | 45 | 25.0 | 11 |
| Machinist | 61 | - | 80 | 31.1 | 20 | 13 | 95 | 55.7 | 45 |
| Maint. Man, Factory or Mill | 44 | - | 57 | 29.5 | 14 | 7 | 62 | 40.9 | 24 |
| Maintenance Mechanic | 28 | - | 46 | 64.3 | 18 | 18 | 55 | 96.4 | 28 |
| Millwright | 61 | - | 70 | 14.8 | 10 | 5 | 70 | 14.8 | 19 |
| Nurse, Practical | 187 | 183 | 187 | - | 7 | 7 | 196 | 4.8 | 50 |
| Nurse, Registered | 208 | - | 208 | - | 9 | 9 | 217 | 4.3 | 57 |
| Nurse Asst. (Aid or Orderly) | 89 | 57 | 91 | 2.2 | 4 | 4 | 97 | 9.0 | 22 |
| Painter | 127 | - | 147 | 15.7 | 23 | - | 155 | 22.0 | 49 |
| Pharmacist | 39 | - | 43 | 10.3 | 4 | 4 | 46 | 17.9 | 10 |
| Plasterer | 13 | - | 13 | - | - | - | 13 | - | - |
| Plumber/Pipefitter | 88 | - | 104 | 18.2 | 17 | - | 121 | 37.5 | 44 |
| Post Office Clerk | 47 | 3 | 61 | 29.8 | 15 | 5 | 64 | 36.2 | 23 |
| Post Office, Mail Carrier | 37 | - | 41 | 10.8 | 4 | - | 46 | 24.3 | 14 |
| Purchasing Agent | 28 | 6 | 34 | 21.4 | 6 | 3 | 43 | 53.6 | 17 |
| Radio/TV Repairman | 13 | - | 16 | 23.1 | 3 | - | 16 | 23.1 | 5 |
| Refrigeration & Air Conditioning Mechanic | 38 | - | 46 | 21.1 | 9 | - | 56 | 47.4 | 25 |
| Secretary/Stenographer | 399 | 399 | 463 | 16.0 | 83 | 83 | 514 | 28.8 | 222 |
| Sewing Machine Operator | 389 | 389 | 407 | 4.6 | 37 | 15 | 405 | 4.1 | 116 |
| Sewing Machine Repairman | 8 | - | 10 | 25.0 | 2 | 2 | 13 | 62.5 | 5 |
| Sheet Metal Worker | 29 | - | 50 | 72.4 | 22 | 19 | 60 | 106.9 | 38 |
| Surveyor | 36 | - | 36 | - | - | - | 36 | - | - |

ESTIMATED EMPLOYMENT AND JOB OPPORTUNITIES IN OCCUPATIONS SURVEYED BY 1975 AND 1979
FOR ALL INDUSTRY GROUPS
(CONT'D.)

| Occupations Surveyed | April 1973 Employment | | Employment by 1975 | | Demand by 1975 | | Employment by 1979 | | Demand by 19 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Female | Total | % Change | Total 1/ | Net 2/ | Total | % Change | Total 1/ | Net |
| Teacher, College or University | 152 | 57 | 152 | - | 5 | 5 | 152 | - | 23 | |
| Teacher, Grammar School | 638 | 577 | 654 | 7.2 | 71 | 71 | 766 | 20.1 | 274 | 2 |
| Teacher, High School | 452 | 309 | 517 | 14.4 | 80 | 80 | 585 | 29.4 | 225 | 2 |
| Teacher, Vocational | 44 | 17 | 48 | 9.1 | 4 | 4 | 56 | 27.3 | 16 | |
| Welder | 37 | - | 50 | 35.1 | 14 | 4 | 61 | 64.9 | 29 | |
| X-Ray Technician | 30 | 30 | 33 | 10.0 | 4 | 4 | 37 | 23.3 | 13 | |

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1/ Growth plus replacement needs.

2/ Growth plus replacement needs minus on-the-job training.

APPENDIX G

INTERIM MANPOWER PROJECTIONS, STATE OF VIRGINIA

STATE OF VIRGINIA

AVERAGE ANNUAL JOB OPENINGS 1/

| OCCUPATIONAL TITLE | TOTAL JOB OPENINGS, 1976 NUMBER | PCT. OF TOTAL | PCT. OF EMPL. | OPENINGS DUE TO GROWTH | OPENINGS DUE TO LABOR FORCE SEPARATIONS |
|---|---|---|---|---|---|
| CONSTRUCTION INSPECTOR, PUB | 30 | .03 | 4.46 | 11 | 19 |
| HEALTH ADMINISTRATORS | 181 | .17 | 8.04 | 103 | 78 |
| INSPECTORS, EXC CONSTRUCT PUB | 160 | .15 | 5.28 | 101 | 59 |
| OFFICIALS, ADMINS, PUB | 626 | .59 | 3.53 | 161 | 465 |
| POSTMASTERS AND MAIL SUPER | 29 | .03 | 3.21 | -14 | 43 |
| SCHOOL ADMIN, COLLEGE | 86 | .08 | 7.34 | 56 | 30 |
| SCHOOL ADMIN, ELEM, SECONDARY | 164 | .16 | 4.07 | 51 | 113 |
| OTHER MANAGERS, OFFICIALS, PROPS | 6952 | 6.60 | 6.24 | 3690 | 3262 |
| FUNERAL DIRECTORS | 29 | .03 | 3.60 | 1 | 28 |
| MGRS, SUPERINTENDANTS, BLDG | 242 | .23 | 9.81 | 133 | 109 |
| OFFICE MANAGERS, NEC | 441 | .42 | 7.24 | 265 | 176 |
| OFFICRS, PILOTS, PURSERS, SHIP | 15 | .01 | 2.41 | 0 | 15 |
| OFFICIALS OF LODGES, UNIONS | 76 | .07 | 5.02 | 27 | 49 |
| RAILROAD CONDUCTORS | 37 | .04 | 2.91 | 5 | 32 |
| RESTAURANT, CAFE, BAR MGRS | 457 | .43 | 5.46 | 168 | 289 |
| OTHER MGRS, ADMINISTRATORS | 5652 | 5.37 | 6.26 | 3088 | 2564 |
| SALES WORKERS | 8162 | 7.75 | 6.51 | 3300 | 4862 |
| ADVERTISING AGENTS, SALESMEN | 94 | .09 | 6.72 | 60 | 34 |
| AUCTIONEERS | 5 | .00 | 5.81 | 1 | 4 |
| DEMONSTRATORS | 57 | .05 | 6.63 | 13 | 44 |
| HUCKSTERS AND PEDDLERS | 220 | .21 | 7.26 | 85 | 135 |
| INSURANCE AGENTS, BROKERS, ETC | 511 | .49 | 4.44 | 237 | 274 |
| NEWSBOYS | 16 | .02 | 1.00 | -5 | 21 |
| REAL ESTATE AGENTS, BROKERS | 667 | .63 | 8.61 | 347 | 320 |
| STOCK AND BOND SALESMEN | 111 | .11 | 5.9[illegible] | 64 | 47 |
| SALES REPRES, MFG | 346 | .33 | 4.4[illegible] | 202 | 144 |
| SALES REPRES, WHOLESALE TRADE | 744 | .71 | 5.1[illegible] | 429 | 315 |
| SALES CLERKS, RETAIL TRADE | 4323 | 4.10 | 7.0[illegible] | 1327 | 2996 |
| SALESMEN, RETAIL TRADE | 634 | .60 | 5.29 | 326 | 308 |
| SALESMEN, SERV AND CONSTR | 431 | .41 | 6.93 | 211 | 220 |
| CLERICAL WORKERS | 26028 | 24.71 | 8.01 | 8416 | 17612 |
| STENOGRAPHERS, TYPISTS, SECRE | 11907 | 11.30 | 9.88 | 3696 | 8211 |
| SECRETARIES, LEGAL | 263 | .25 | 10.83 | 94 | 169 |
| SECRETARIES, MEDICAL | 241 | .23 | 11.28 | 96 | 145 |
| SECRETARIES, OTHER | 8695 | 8.25 | 10.17 | 3022 | 5673 |
| STENOGRAPHERS | 107 | .10 | 3.65 | -127 | 234 |
| TYPISTS | 2601 | 2.47 | 9.45 | 611 | 1990 |
| OFFICE MACHINE OPERATORS | 738 | .70 | 6.35 | 159 | 579 |
| BOOKKEEPING, BILLING OPERATORS | 136 | .13 | 9.20 | 40 | 96 |
| CALCULATING MACHINE OPERATORS | 27 | .03 | 6.80 | 4 | 23 |
| COMPUTER, PERIPHERAL EQUIP | 228 | .22 | 6.54 | 154 | 74 |
| DUPLICATING MACHINE OPERATORS | 37 | .04 | 7.99 | 15 | 22 |
| KEYPUNCH OPERATORS | 250 | .24 | 5.96 | -79 | 329 |
| TABULATING MACHINE OPERATORS | -3 | -.00 | -3.45 | -5 | 2 |
| OTHER OFFICE MACHINE OPERATORS | 62 | .06 | 8.05 | 25 | 33 |
| OTHER CLERICAL WORKERS | 13382 | 12.70 | 6.95 | 4560 | 8822 |
| BANK TELLERS | 732 | .69 | 9.61 | 301 | 431 |
| BILLING CLERKS | 239 | .23 | 10.12 | 105 | 134 |

FOOTNOTES APPEAR ON LAST PAGE OF TABLE 3.

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AVERAGE ANNUAL JOB OPENINGS 1/

| OCCUPATIONAL TITLE | TOTAL JOB OPENINGS, 1976 NUMBER | PCT. OF TOTAL | PCT. OF EMPL. | OPENINGS DUE TO GROWTH | OPENINGS DUE TO LABOR FORCE SEPARATIONS |
|---|---|---|---|---|---|
| BOOKKEEPERS | 2566 | 2.44 | 7.45 | 754 | 1812 |
| CASHIERS | 1704 | 1.62 | 7.48 | 553 | 1151 |
| CLERICAL ASSIST, SOC WELFARE | 6 | .01 | 9.57 | 3 | 5 |
| CLERICAL SUPERVISORS, NEC | 291 | .28 | 5.31 | 125 | 166 |
| COLLECTORS, BILL AND ACCOUNT | 100 | .09 | 7.36 | 47 | 53 |
| COUNTER CLERKS, EXC FOOD | 599 | .57 | 9.43 | 244 | 355 |
| DISPATCHER, STARTER, VEHICLE | 88 | .08 | 5.52 | 44 | 44 |
| ENUMERATORS AND INTERVIEWERS | 44 | .04 | 3.21 | -13 | 57 |
| ESTIMATORS, INVESTIGATORS, NEC | 488 | .46 | 6.52 | 223 | 265 |
| EXPEDITORS, PROD CONTROLLERS | 242 | .23 | 5.56 | 131 | 111 |
| FILE CLERKS | 571 | .54 | 7.69 | 107 | 464 |
| INSURANCE ADJUST, EXAM | 90 | .09 | 4.70 | 40 | 50 |
| LIBRARY ATTENDANTS, ASSISTANT | 289 | .27 | 8.48 | 84 | 205 |
| MAIL CARRIERS, POST OFFICE | 100 | .09 | 1.86 | 7 | 93 |
| MAIL HANDLER, EXC POST OFFICE | 182 | .17 | 6.64 | 75 | 107 |
| MESSENGERS AND OFFICE BOYS | 24 | .02 | 2.90 | -1 | 25 |
| METER READERS, UTILITIES | 16 | .02 | 2.90 | 10 | 6 |
| PAYROLL, TIME KEEPING CLERKS | 315 | .30 | 7.44 | 115 | 200 |
| POSTAL CLERKS | 140 | .13 | 2.51 | -17 | 157 |
| PROOFREADERS | 84 | .08 | 10.15 | 36 | 48 |
| REAL ESTATE APPRAISERS | 51 | .05 | 7.39 | 32 | 19 |
| RECEPTIONISTS | 704 | .67 | 9.81 | 186 | 518 |
| SHIPPING, RECEIVING CLERKS | 348 | .33 | 4.23 | 166 | 182 |
| STATISTICAL CLERKS | 389 | .37 | 6.79 | 104 | 285 |
| STOCK CLERKS, STORE KEEPERS | 594 | .56 | 4.45 | 267 | 327 |
| TEACHERS AIDES, EXC MONITORS | 386 | .37 | 9.33 | 212 | 174 |
| TELEGRAPH MESSENGERS | -1 | -.00 | -4.85 | -1 | 0 |
| TELEGRAPH OPERATORS | 3 | .00 | 1.14 | -6 | 9 |
| TELEPHONE OPERATORS | 706 | .67 | 7.83 | 102 | 604 |
| TICKET STATION, EXPRESS AGENTS | 109 | .10 | 3.97 | 15 | 94 |
| WEIGHERS | 52 | .05 | 4.12 | 8 | 44 |
| MISC CLERICAL WORKERS, NEC | 1122 | 1.07 | 8.58 | 495 | 627 |
| CRAFTSMEN, FOREMEN, KINDRED | | | | | |
| CONSTRUCTION CRAFTSMEN | 11201 | 10.63 | 4.20 | 6202 | 4999 |
| CARPENTERS | 4206 | 3.99 | 4.62 | 2449 | 1757 |
| CARPENTERS APPRENTICES | 1250 | 1.19 | 4.71 | 589 | 661 |
| BRICKMASONS AND STONEMASONS | 4 | .00 | 2.71 | 4 | 0 |
| BRICK, STONEMASON APPREN | 259 | .25 | 4.25 | 162 | 97 |
| BULLDOZER OPERATORS | -1 | -.00 | -.97 | -1 | 0 |
| CEMENT AND CONCRETE FINISHERS | 130 | .12 | 4.59 | 93 | 37 |
| ELECTRICIANS | 149 | .14 | 6.29 | 110 | 39 |
| ELECTRICIANS APPREN | 643 | .61 | 4.57 | 414 | 229 |
| EXCAVATING, GRADING, MACH OP | 32 | .03 | 4.19 | 29 | 3 |
| FLOOR LAYERS, EXC TILE SETTERS | 420 | .40 | 5.24 | 306 | 114 |
| PAINTERS, CONSTR BLDG, MAINT | 39 | .04 | 4.05 | 28 | 11 |
| PAINTER APPREN | 363 | .34 | 3.51 | 106 | 257 |
| PAPERHANGERS | 0 | .00 | .00 | 0 | 0 |
| PLASTERERS | 22 | .02 | 7.32 | 10 | 12 |
| PLASTERER APPREN | 29 | .03 | 3.13 | 12 | 17 |
| | 0 | .00 | .00 | 0 | 0 |

FOOTNOTES APPEAR ON LAST PAGE OF TABLE 3.

STATE OF WEST VIRGINIA

AVERAGE ANNUAL JOB OPENINGS 1/

| OCCUPATIONAL TITLE | TOTAL JOB OPENINGS, 1976 NUMBER | PCT. OF TOTAL | PCT. OF EMPL. | OPENINGS DUE TO GROWTH | OPENINGS DUE TO LABOR FORCE SEPARATIONS |
|---|---|---|---|---|---|
| PLUMBERS AND PIPEFITTERS | 604 | .57 | 4.98 | 393 | 211 |
| PLUMBERS, PIPEFITTERS APPREN | 10 | .01 | 3.56 | 9 | 1 |
| ROOFER AND SLATERS | 111 | .11 | 5.86 | 85 | 26 |
| STRUCTURAL METAL CRAFT | 91 | .09 | 5.09 | 64 | 27 |
| TILESETTERS | 43 | .04 | 3.10 | 28 | 15 |
| FOREMEN, NEC | 1707 | 1.62 | 4.15 | 872 | 835 |
| METALWORKING CRAFTSMEN EXC MECH | 738 | .70 | 3.71 | 398 | 340 |
| BLACKSMITHS | 6 | .01 | 3.13 | 0 | 6 |
| BOILERMAKERS | 33 | .03 | 3.65 | 14 | 19 |
| HEAT TREATERS, ANNEALERS, ETC | 0 | .00 | .00 | 0 | 0 |
| FORGEMEN AND HAMMERMEN | 5 | .00 | 3.29 | 3 | 2 |
| JOB AND DIE SETTERS, METAL | 22 | .02 | 4.56 | 18 | 4 |
| MACHINISTS | 401 | .38 | 4.44 | 230 | 171 |
| MACHINIST APPREN | 1 | .00 | .29 | 0 | 1 |
| MILLWRIGHTS | 48 | .05 | 3.52 | 21 | 27 |
| MOLDERS, METAL | 35 | .03 | 3.94 | 18 | 17 |
| MOLDERS APPREN | 0 | .00 | .00 | 0 | 0 |
| PATTERN AND MODEL MAKERS | 24 | .02 | 4.08 | 11 | 13 |
| ROLLERS AND FINISHERS, METAL | 4 | .00 | 2.57 | 3 | 1 |
| SHEET METAL WORKERS, TINSMITHS | 111 | .11 | 2.43 | 49 | 62 |
| SHEET METAL APPREN | 6 | .01 | 3.65 | 6 | 0 |
| TOOL, DIEMAKERS | 36 | .03 | 3.65 | 19 | 17 |
| TOOL, DIEMAKER APPREN | 1 | .00 | 2.62 | 1 | 0 |
| MECHANICS, REPAIRMEN, INSTALLERS | 2460 | 2.34 | 3.93 | 1503 | 957 |
| AIR COND, HEATING, REFRIG | 350 | .33 | 6.98 | 274 | 76 |
| AIRCRAFT | 89 | .09 | 3.54 | 44 | 45 |
| AUTO ACCESSORIES INSTALR | 1 | .00 | .82 | 0 | 1 |
| AUTO BODY REPAIRMEN | 78 | .07 | 3.21 | 46 | 32 |
| AUTO MECHANICS | 762 | .72 | 3.68 | 448 | 314 |
| AUTO MECHANICS APPREN | 2 | .00 | 2.16 | 2 | 0 |
| DATA PROCESSING MACH REPAIRMEN | 88 | .08 | 6.63 | 82 | 6 |
| FARM IMPLEMENT | 22 | .02 | 2.82 | 11 | 11 |
| HEAVY EQUIP MECH, INCL DIESEL | 614 | .58 | 4.04 | 378 | 236 |
| HOUSEHOLD APPLIANCE MECHANICS | 141 | .13 | 4.78 | 100 | 41 |
| LOOM FIXERS | 15 | .01 | 1.10 | -6 | 21 |
| OFFICE MACHINE REPAIRMEN | 44 | .04 | 3.87 | 30 | 14 |
| RADIO, TELEVISION REPAIRMEN | 96 | .09 | 2.71 | 47 | 49 |
| RAILROAD, CAR SHOP REPAIRMEN | 33 | .03 | 2.20 | -3 | 36 |
| MECHANICS EXC AUTO APPREN | 5 | .00 | 2.43 | 5 | 0 |
| OTHER MECHANICS AND REPAIRMEN | 115 | .11 | 2.65 | 40 | 75 |
| PRINTING TRADE CRAFTSMEN | 311 | .30 | 3.90 | 140 | 171 |
| BOOKBINDERS | 22 | .02 | 1.65 | 5 | 17 |
| COMPOSITORS AND TYPESETTERS | 138 | .13 | 4.10 | 52 | 86 |
| ELECTROTYPERS, STEREOTYPERS | 2 | .00 | 1.69 | 0 | 2 |
| ENGRAVERS EXC PHOTOENGRAVERS | 0 | .01 | 4.11 | 18 | 0 |
| PHOTOENGRAVERS, LITHOGRAPHERS | 30 | .03 | 5.19 | 63 | 12 |
| PRESSMEN AND PLATE PRINTERS | 109 | .10 | 3.56 | 3 | 66 |
| PRESSMEN APPREN | 3 | .00 | 3.14 | 0 | 0 |
| PRINTING APPREN, EXC PRESS | -3 | -.00 | -3.22 | -3 | 0 |
| TRANSPORTATION EQUIP CRAFT | 453 | .43 | 3.38 | 315 | 138 |

FOOTNOTES APPEAR ON LAST PAGE OF TABLE 3.

STATE OF VIRGINIA

AVERAGE ANNUAL JOB OPENINGS 1/

| OCCUPATIONAL TITLE | TOTAL JOB OPENINGS, 1976 NUMBER | PCT. OF TOTAL | PCT. OF EMPL. | OPENINGS DUE TO GROWTH | OPENINGS DUE TO LABOR FORCE SEPARATIONS |
|---|---|---|---|---|---|
| ELECTRIC POWER LINEMEN, CABLEMEN | 95 | .09 | 2.95 | 71 | 24 |
| LOCOMOTIVE ENGINEERS | 50 | .05 | 3.94 | 6 | 44 |
| LOCOMOTIVE FIREMEN | -3 | -.00 | -1.40 | -8 | 5 |
| POWER STATION OPERATORS | 7 | .01 | 1.76 | -2 | 9 |
| TELEPHONE INSTALLERS, REPAIRMEN | 275 | .26 | 3.99 | 226 | 49 |
| TELEPHONE LINEMEN, SPLICERS | 27 | .03 | 1.90 | 20 | 7 |
| OTHER CRAFTSMEN, KINDRED WRKRS | 1323 | 1.26 | 4.39 | 522 | 801 |
| BAKERS | 60 | .06 | 4.01 | 9 | 51 |
| CABINETMAKERS | 143 | .14 | 5.46 | 68 | 75 |
| CARPET INSTALLERS | 37 | .04 | 3.91 | 30 | 7 |
| CRANEMEN, DERRICKMEN, HOISTMEN | 157 | .15 | 4.83 | 93 | 64 |
| DECORATORS, WINDOW DRESSERS | 107 | .10 | 6.33 | 28 | 79 |
| DENTAL LABORATORY TECH | 17 | .02 | 4.61 | 5 | 12 |
| FURNITURE AND WOOD FINISH | 40 | .04 | 3.55 | 4 | 36 |
| FURRIERS | 1 | .00 | 4.03 | 0 | 1 |
| GLAZIERS | 38 | .04 | 5.40 | 26 | 12 |
| INSPECTORS, LOG AND LUMBER | 15 | .01 | 3.73 | 3 | 12 |
| INSPECTORS, OTHER | 189 | .18 | 4.55 | 109 | 80 |
| JEWELERS AND WATCHMAKERS | 22 | .02 | 4.02 | 0 | 22 |
| MILLERS, GRAIN, FLOUR, FEED | 6 | .01 | 3.54 | 0 | 6 |
| MOTION PICTURE PROJECTIONISTS | 4 | .00 | 1.65 | -4 | 8 |
| OPTICIANS, LENS GRINDER, POLISHR | 39 | .04 | 5.98 | 20 | 19 |
| PIANO, ORGAN TUNERS, REPAIRMEN | 3 | .00 | 2.09 | 0 | 3 |
| SHIPFITTERS | 28 | .03 | 2.35 | 10 | 18 |
| SHOE REPAIRMEN | 17 | .02 | 3.70 | -10 | 27 |
| SIGN PAINTERS AND LETTERS | 12 | .01 | 2.75 | 0 | 12 |
| STATIONARY ENGINEERS | 122 | .12 | 3.38 | 32 | 90 |
| STONE CUTTERS, STONE CARVERS | 1 | .00 | .87 | 0 | 1 |
| TAILORS | 84 | .08 | 5.87 | 20 | 64 |
| UPHOLSTERERS | 88 | .08 | 5.02 | 43 | 45 |
| CRAFTSMEN, KINDRED WORKRS, NEC | 85 | .08 | 3.46 | 29 | 56 |
| CRAFT APPREN, NEC | 2 | .00 | 1.45 | 1 | 1 |
| OPERATIVES | 12728 | 12.08 | 4.43 | 4378 | 8350 |
| OPERATIVES, EXC TRANSPORT | 10270 | 9.75 | 4.78 | 3142 | 7128 |
| SEMISKILLED METALWORKING | 769 | .73 | 4.54 | 506 | 263 |
| DRILL PRESS OPERATIVES | 14 | .01 | 3.06 | 8 | 6 |
| FURNACEMEN, SHELTERMEN, POURERS | 25 | .02 | 4.30 | 18 | 7 |
| GRINDING MACHINE OPERATIVES | 55 | .05 | 4.41 | 36 | 19 |
| HEATERS, METAL | 0 | .00 | .00 | 0 | [illegible] |
| LATHE, MILLING MACH OPERATIVES | 39 | .04 | 3.35 | 23 | 16 |
| METAL PLATERS | 15 | .01 | 3.93 | 11 | 4 |
| OTHER PRECISION MACH OPR | 30 | .03 | 4.95 | 21 | 15 |
| PUNCH STAMPING PRESS OPR | 26 | .02 | 3.05 | 12 | 14 |
| SOLDERERS | 15 | .01 | 5.65 | -1 | 17 |
| WELDERS AND FLAME CUTTERS | 542 | .51 | 4.61 | 376 | [illegible] |
| SEMISKILLED TEXTILE | 615 | .58 | 2.78 | -15[illegible] | 771 |
| CARDING, LAPPING, COMBING | -5 | -.00 | -1.36 | -16 | [illegible] |
| KNITTERS, LOOPERS, AND TOPPERS | 40 | .04 | 3.38 | -1[illegible] | [illegible] |

FOOTNOTES APPEAR ON LAST PAGE OF TABLE 3.

INTERIM MANPOWER PROJECTIONS PROGRAM
STATE OF VIRGINIA

-AVERAGE ANNUAL JOB OPENINGS 1/

| OCCUPATIONAL TITLE | TOTAL JOB OPENINGS, 1976 NUMBER | PCT. OF TOTAL | PCT. OF EMPL. | OPENINGS DUE TO GROWTH | OPENINGS DUE TO LABOR FORCE SEPARATIONS |
|---|---|---|---|---|---|
| SPINNERS, TWISTERS, WINDERS | 264 | .25 | 3.34 | -22 | 286 |
| WEAVERS | 77 | .07 | 2.25 | -60 | 137 |
| OTHER TEXTILE OPERATIVES | 241 | .23 | 2.59 | -42 | 263 |
| SEMISKILLED PACKING, INSPECTNG | 1927 | 1.83 | 6.23 | 774 | 1153 |
| CHECKERS, EXAMINERS, ETC, MFG | 1101 | 1.05 | 6.52 | 479 | 622 |
| GRADERS AND SORTERS, MFG | 50 | .05 | 5.45 | 14 | 36 |
| MEAT WRAPPERS, RETAIL TRADE | 88 | .08 | 6.90 | 35 | 53 |
| PACKER, WRAPPER, EX MEAT, PRODUCE | 667 | .63 | 5.80 | 240 | 427 |
| PROD GROR, PACKER, EXC FACT, FARM | 19 | .02 | 5.75 | 4 | 15 |
| OTHER OPERATIVES, EXC TRANSPORT | 6959 | 6.61 | 4.81 | 2018 | 4941 |
| ASBESTOS, INSULATION WORKERS | 50 | .05 | 3.53 | 35 | 15 |
| ASSEMBLERS | 693 | .66 | 6.14 | 302 | 391 |
| BLASTERS AND POWDERMEN | 9 | .01 | 2.07 | 4 | 5 |
| BOTTLING, CANNING OPERATIVES | 29 | .03 | 3.77 | 9 | 20 |
| CHAINMEN, RODMEN, AXMEN SURVEYING | 18 | .02 | 3.77 | 14 | 4 |
| CLOTHING IRONERS AND PRESSERS | 194 | .18 | 4.00 | -44 | 238 |
| CUTTING OPERATIVES, NEC | 205 | .19 | 4.39 | 90 | 115 |
| DRESSMAKER, SEAMSTRESS, EXC FACT | 171 | .16 | 7.51 | -6 | 177 |
| DRILLERS, EARTH | 37 | .04 | 2.51 | 12 | 25 |
| DRY WALL INSTALLERS, LATHERS | 77 | .07 | 5.17 | 65 | 12 |
| DYERS | 55 | .05 | 4.11 | 39 | 16 |
| FILER, POLISHER, SANDER, BUFFER | 69 | .07 | 2.29 | -35 | 104 |
| GARAGE WORKERS, GAS STAT ATTEN | 335 | .32 | 3.19 | 168 | 167 |
| LAUNDRY, DRY CLEAN OP, NEC | 209 | .20 | 5.65 | 24 | 185 |
| MEAT CUTTERS, BUTCHERS, EXC MFG | 91 | .09 | 2.49 | 11 | 80 |
| MEAT CUTTERS, BUTCHERS | 116 | .11 | 5.77 | 53 | 63 |
| MILLENERS | 3 | .00 | 3.30 | -3 | 6 |
| MINE OPERATIVES, NEC | 66 | .06 | 1.30 | 3 | 63 |
| MIXING OPERATIVES | 36 | .03 | 2.38 | 9 | 27 |
| OILERS, GREASERS, EXC AUTO | 21 | .02 | 2.55 | 2 | 19 |
| PAINTERS, MFG ARTICLES | 77 | .07 | 3.06 | 26 | 51 |
| PHOTOGRAPHIC PROCESS WORKERS | 80 | .08 | 6.31 | 35 | 45 |
| RIVETERS AND FASTENERS | 20 | .02 | 3.20 | 6 | 14 |
| SAILORS AND DECKHANDS | -5 | -.00 | -.95 | -13 | 8 |
| SAWYERS | 220 | .21 | 4.36 | 111 | 109 |
| SEWERS AND STITCHERS | 2460 | 2.34 | 8.07 | 726 | 1734 |
| SHOEMAKING MACHINE OPR | 7 | .01 | .70 | -43 | 50 |
| STATIONARY FIREMEN | 72 | .07 | 3.01 | 0 | 72 |
| WINDING OPERATIVES, NEC | 80 | .08 | 6.36 | 39 | 41 |
| MISC MACH OPERATIVES | 901 | .86 | 4.03 | 309 | 592 |
| OPERATIVES, NEC | 556 | .53 | 3.39 | 63 | 492 |
| TRANSPORT EQUIPMENT OPERATIVES | 2458 | 2.33 | 3.90 | 1236 | 1222 |
| BOATMEN AND CANALMEN | 4 | .00 | 2.84 | 0 | 4 |
| BUS DRIVERS | 371 | .35 | 4.08 | 120 | 251 |
| CONDUCTORS, [illegible] | 1 | .00 | 3.18 | 0 | 1 |
| DELIVERY AND [illegible] | 553 | .52 | 3.76 | 339 | [illegible] |
| FORK LIFT, TOW MOTOR OPR | 140 | .13 | 2.85 | 87 | 53 |
| MOTORMEN, MINE, FACT, LOGGING | 6 | .01 | [illegible] | -1 | 9 |
| PARKING ATTENDANTS | 26 | .02 | 6.14 | 7 | 19 |
| RAILROAD OPAKEMEN | 26 | .02 | 1.24 | -6 | 32 |

FOOTNOTES APPEAR ON LAST PAGE OF TABLE 3.

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STATE OF VIRGINIA

AVERAGE ANNUAL JOB OPENINGS 1/

| OCCUPATIONAL TITLE | TOTAL JOB OPENINGS, 1976 NUMBER | PCT. OF TOTAL | PCT. OF EMPL. | OPENINGS DUE TO GROWTH | OPENINGS DUE TO LABOR FORCE SEPARATIONS |
|---|---|---|---|---|---|
| RAILROAD SWITCHMEN | 8 | .01 | 2.05 | 0 | 8 |
| TAXICAB DRIVERS, CHAUFFEURS | 123 | .12 | 3.59 | 6 | 117 |
| TRUCK DRIVERS | 1199 | 1.14 | 3.31 | 685 | 514 |
| SERVICE WORKERS | 13351 | 12.67 | 6.35 | 3016 | 10335 |
| CLEANING SERVICE WRKRS | 2965 | 2.81 | 6.69 | 1167 | 1798 |
| CHAMBERMAID, MAID, EXC PRIV | 626 | .59 | 9.00 | 238 | 388 |
| CLEANERS AND CHARWOMEN | 652 | .67 | 6.15 | 167 | 485 |
| JANITORS AND SEXTONS | 1686 | 1.60 | 6.30 | 761 | 925 |
| FOOD SERVICE WRKRS | 3536 | 3.36 | 6.23 | 825 | 2711 |
| BARTENDERS | 37 | .04 | 4.54 | 14 | 23 |
| BUSBOYS | 41 | .04 | 2.49 | 12 | 29 |
| COOKS, EXC PRIVATE | 1018 | .97 | 5.63 | 243 | 775 |
| DISHWASHERS | 151 | .14 | 5.00 | 56 | 95 |
| FOOD COUNTER, FOUNTAIN WORKERS | 162 | .15 | 4.64 | -29 | 191 |
| WAITERS | 1665 | 1.58 | 7.44 | 403 | 1262 |
| FOOD WORKERS, NEC, EXC PRIVATE | 459 | .44 | 6.29 | 123 | 336 |
| HEALTH SERVICE WRKRS | 2810 | 2.67 | 9.26 | 1126 | 1684 |
| DENTAL ASSISTANTS | 257 | .24 | 10.26 | 94 | 163 |
| HEALTH AIDES, EXCEPT NURSING | 385 | .37 | 10.79 | 187 | 198 |
| HEALTH TRAINEES | -3 | -.00 | -1.13 | -32 | 29 |
| LAY MIDWIVES | 1 | .00 | 8.33 | 0 | 1 |
| NURSES AIDES, ORDERLIES | 1439 | 1.37 | 8.26 | 555 | 884 |
| PRACTICAL NURSES | 730 | .69 | 11.20 | 321 | 409 |
| PERSONAL SERVICE WRKRS | 1810 | 1.72 | 7.01 | 288 | 1522 |
| AIRLINE STEWARDESSES | 165 | .15 | 13.89 | 43 | 122 |
| ATTEN, RECREATION, AMUSEMENT | 86 | .08 | 6.85 | 33 | 53 |
| ATTEN, PERSONAL SERVICE, NEC | 97 | .09 | 7.34 | 12 | 85 |
| BAGGAGE PORTERS AND BELLHOPS | 1 | .00 | .18 | -17 | 18 |
| BARBERS | 137 | .13 | 3.86 | -24 | 161 |
| BOARDING, LODGING HOUSEKEEPERS | -4 | -.00 | -5.17 | -12 | 8 |
| BOOTBLACKS | 1 | -.00 | -1.88 | -3 | 2 |
| CHILD CARE WORKERS, EXC PRIVATE | 260 | .25 | 9.15 | 63 | 197 |
| ELEVATOR OPERATORS | -4 | -.00 | -1.16 | -20 | 16 |
| HAIRDRESSERS, COSMETOLOGISTS | 783 | .74 | 7.31 | 102 | 681 |
| HOUSEKEEPERS, EXC PRIVATE | 254 | .24 | 8.44 | 98 | 156 |
| PERSONAL SERVICE APPREN | -1 | -.00 | -6.67 | -1 | 0 |
| SCHOOL MONITORS | 13 | .01 | 7.59 | 5 | 8 |
| USHERS, RECREATION, AMUSEMENT | 1 | .00 | .34 | -5 | 6 |
| WELFARE SERVICE AIDES | 24 | .02 | 7.47 | 15 | 9 |
| PROTECTIVE SERVICE WRKRS | 1256 | 1.19 | 5.08 | 665 | 591 |
| CROSSING GUARDS, BRIDGETENDERS | 46 | .04 | 5.56 | 16 | 30 |
| FIREMEN, FIRE PROTECTION | 220 | .21 | 4.71 | 173 | 47 |
| GUARDS AND WATCHMEN | 479 | .45 | 6.32 | 111 | 368 |
| MARSHALS AND CONSTABLES | 7 | .01 | 6.16 | 4 | 3 |
| POLICEMEN AND DETECTIVES | 448 | .43 | 4.13 | 322 | 126 |
| SHERIFFS AND BAILIFFS | 52 | .05 | 5.35 | 29 | 23 |
| PRIVATE HOUSEHOLD WRKRS | 973 | .92 | 3.43 | -1056 | 2029 |
| CHILD CARE WORKERS | 221 | .21 | 4.54 | -178 | 399 |
| COOKS, PRIVATE | 35 | .03 | 5.02 | -21 | 56 |

FOOTNOTES APPEAR ON LAST PAGE IN TABLE 3.

AVERAGE ANNUAL JOB OPENINGS 1/

| OCCUPATIONAL TITLE | TOTAL JOB OPENINGS, 1975 NUMBER | PCT. OF TOTAL | PCT. OF EMPL. | OPENINGS DUE TO GROWTH | OPENINGS DUE TO LABOR FORCE SEPARATIONS |
|---|---|---|---|---|---|
| HOUSE KEEPERS, PRIVATE | 81 | .08 | 3.94 | -69 | 150 |
| LAUNDRESSES, PRIVATE | 5 | .00 | 3.27 | -9 | 14 |
| MAIDS, SERVANTS, PRIVATE | 632 | .60 | 3.07 | -778 | 1410 |
| LABORERS, EXCEPT FARM | 2389 | 2.27 | 3.35 | 336 | 1553 |
| ANIMAL CARETAKERS, EXC FARM | 75 | .07 | 5.73 | 22 | 53 |
| CARPENTERS' HELPERS | -15 | -.01 | -.74 | -53 | 38 |
| CONSTR LABR, EXC CARPENTER HELP | 772 | .73 | 4.14 | 429 | 343 |
| FISHERMEN AND OYSTERMEN | 31 | .03 | 1.99 | -35 | 66 |
| FREIGHT, MATERIAL HANDLERS | 414 | .39 | 3.15 | 163 | 251 |
| GARBAGE COLLECTORS | 157 | .15 | 6.29 | 125 | 32 |
| GARDENERS, GROUNDKEEPER, EXC FARM | 266 | .25 | 3.97 | 4 | 262 |
| LONGSHOREMEN AND STEVEDORES | 27 | .03 | 2.34 | -2 | 29 |
| LUMBERMEN, RAFTSMEN, WOODCHOPPERS | 13 | .01 | .34 | -54 | 67 |
| STOCK HANDLERS | 441 | .42 | 3.38 | 235 | 206 |
| TEAMSTERS | -11 | -.01 | -4.39 | -17 | 6 |
| VEHICLE WASHR, EQUIP CLEANERS | 75 | .07 | 2.85 | 21 | 54 |
| WAREHOUSEMEN, NEC | 51 | .05 | 2.22 | 8 | 43 |
| OTHER LABORERS | 93 | .09 | 2.42 | -10 | 103 |
| FARMERS AND FARM WORKERS | 1897 | 1.80 | 4.55 | -131 | 2028 |
| FARMERS AND FARM MANAGERS | 1415 | 1.34 | 6.00 | 41 | 1374 |
| FARMERS (OWNERS AND TENANTS) | 1191 | 1.13 | 5.60 | -108 | 1299 |
| FARM MANAGERS | 225 | .21 | 9.60 | 150 | 75 |
| FARM LABORERS, FARM FOREMEN | 482 | .46 | 2.67 | -172 | 654 |
| FARM FOREMEN | 33 | .03 | 5.43 | 14 | 19 |
| FARM LABORERS, WAGE WRKRS | 393 | .37 | 2.43 | -189 | 582 |
| FARM LABORERS, UNPAID FAMILY | 49 | .05 | 3.95 | 0 | 49 |
| FARM LABORERS, SELF-EMPL | 5 | .00 | 9.23 | 1 | 4 |

FOOTNOTES APPEAR ON LAST PAGE OF TABLE 3.

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STATE OF VIRGINIA

-AVERAGE ANNUAL JOB OPENINGS 1/

FOOTNOTES

1/JOB OPENINGS DATA GENERALLY REFLECT AVERAGE ANNUAL CHANGES IN EMPLOYMENT OVER THE 1970-1980 PERIOD AS WELL AS SEPARATIONS ESTIMATED ON THE BASIS OF THE AVERAGE ANNUAL EMPLOYMENT LEVEL DURING THE PERIOD AND ESTIMATED 1975 LABOR FORCE SEPARATION RATES. HOWEVER, IN STATES WHERE INDUSTRY EMPLOYMENT LEVELS HAVE BEEN ADJUSTED TO REFLECT UNUSUAL KNOWN LABOR MARKET DEVELOPMENTS, CORRESPONDING ADJUSTMENTS TO THE OCCUPATIONAL EMPLOYMENT LEVELS AND JOB OPENINGS DATA HAVE ALSO BEEN MADE.

SFC
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# APPENDIX H

## SOURCES AND LIMITATIONS OF INTERIM PROJECTION DATA

Virginia
Employment
Commission

William L. Heartwell, Jr.
Commissioner
William B. Purser
Deputy Commissioner

B. Redwood Cromwell
Assistant Commissioner
Unemployment Compensation Division
XXXXXXXX Herman Feldman
Assistant Commissioner
Employment Service Division

November 21, 1974

Dr. Pathe S. Vivekananthan
College of Education
Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 24061

Dear Dr. Vivekananthan:

As per your phone conversation with Mr. Allan Wagner of this office concerning the Interim Manpower Projection Tables, the following comments should explain the sources and limitations of the data in more detail:

1. The data used to develop the tables showing industry employment levels was obtained from state employment security records. The 1980 projections in these tables were derived from a computer application of regression analysis to historical time series data that included the years 1958-1972. These figures were then adjusted to national industry employment levels. Also, these estimates are based on place of work.

2. The data used to develop the tables showing occupational employment levels was obtained from the decennial census, which is based on place of residence. Although the detailed occupational employment levels of these tables are identical to those shown in the census tabulations, the total employment levels are less than those shown in the census. This is due to the fact that the census had a number of people that could not be classified in any of the approximately 400 occupations listed. The census allocated these people to the various sub-group totals (managerial, professional, clerical, etc.). However, since there is no valid method of projecting these figures, they were omitted from the projection tables altogether. The following table shows the difference in the total employment figure given in the 1970 census and that given in the interim projection tables for the state and three metropolitan areas.

703 East Main Street, P.O. Box 1358, Richmond, Virginia 23211

Dr. Vivekananthan
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November 21, 1974

| | Census | Interim Projections | Allocated |
|---|---|---|---|
| State | 1,714,250 | 1,574,603 | 139,647 |
| Richmond | 220,129 | 200,827 | 19,302 |
| Norfolk | 204,745 | 187,268 | 17,477 |
| Newport News | 95,762 | 87,640 | 8,122 |

Due to the difference in the data sources used, the totals of the occupational employment tables do not correspond to the totals of the industry employment tables.

3. The job openings data of the third set of tables generally reflect average annual changes in employment over the 1970-1980 period as well as the application of estimated 1976 labor force separation rates to the employment levels. These separation rates were calculated on the national level.

4. In the first two tables the 1975 and 1976 estimates are based simply on the average annual change over the 1970-1980 period. Therefore, the degree of accuracy for such a short-run estimate would be questionable.

5. The definition of the metropolitan areas for which data is provided is the same as that established by the 1970 census. Since that time, many metropolitan areas have been redefined as to the cities and counties included. However, we are unable at this time to adjust the estimates to meet the new definitions of the metropolitan areas.

6. None of these tables have been adjusted in any way to reflect cyclical fluctuations or known occurrences that have taken place since 1972 or that will have taken place by 1980. For example, the effects of the energy crisis are not shown in these estimates. Because no adjustments have been made, caution should be exercised when using individual estimates or projections.

7. Unrounded numbers are not intended to indicate a degree of accuracy. The best use for these tables is in terms of trend, not actual numbers.

Again, the estimates and projections of these tables should not be taken at face value. It will be up to area and state manpower planners to make needed adjustments based on their own knowledge and expertise.

Dr. Vivekananthan
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November 21, 1974

With respect to planned projection activities, the Department of Labor has decided to omit revisions of the interim projections for this year. However, the industry-occupational matrix system, which gives occupational employment by industry, is expected to be operational in the next fiscal year. Although this system will initially be based on census occupations, the data being collected by the OES staff of this office will eventually be incorporated into the system, thereby providing estimates and projections for a much wider range of occupations than presently exists in the census. Hopefully, this system will then be utilized for certain sub-areas as well as for the state.

We hope this information will be of value to you. Should you have any questions, please write or call Mr. Forrest Eudailey of this office at (804) 770-4359.

Very truly yours,

Kenneth C. Moore

Kenneth C. Moore, Chief
Manpower Research

# APPENDIX E

# VOCATIONAL EDUCATION STUDENT DEMAND PROJECTION SYSTEM

# Vocational Education Student Demand Projection System

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216
January 1975

# STUDENT

# DEMAND

# PROJECTION

# SYSTEM

COMMONWEALTH OF VIRGINIA
STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

# FOREWORD

The Division of Vocational Education, State Department of Education in cooperation with the faculty of the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University has developed a Student Demand Projection System. There are two major uses for the System: (1) to aid localities in making student surveys when planning new vocational programs and, (2) to aid in making a reasonable projection of student enrollments each year in existing vocational education programs. This information will also be helpful in completing the program planning document of the vocational education management information system.

There are two parts to this system. The first is a description of all vocational education programs available throughout the Commonwealth. These descriptions will be helpful to students in making occupational choices. It is suggested that the ones appropriate to your locality be lifted from this publication, duplicated and placed in their hands. However, only in certain circumstances should divisions lift courses they teach or want to teach. By using the whole gamit they may find interest in new programs they had not considered previously. The descriptions should also assist guidance counselors and other school staff to become familiar with different vocational education programs. Included within the description of each program will be found the specific courses and their state code.

The second part provides a survey form. All of the vocational education programs for which a description is furnished are included on the survey form.

It is suggested that the form be removed from this publication, duplicated, and provided to the students. You will note that if you wish to use the form as given, there is a suggestion that you place an asterisk (*) in front of the programs available in your school or school divisions.

It is difficult to prescribe specific grade levels for which the survey form is appropriate. However, for orientation and exploration projections it could be administered at the upper elementary and intermediate grades. Generally, a survey of students at the 8th and 9th grades will provide projections for students proposing to enter vocational programs in the senior high school.

# PART 1 - DESCRIPTIONS

## ORIENTATION AND EXPLORATION PROGRAMS
## OCCUPATIONAL PROGRAMS
## AS OFFERED BY VOCATIONAL EDUCATION SERVICES

# ORIENTATION
# AND
# EXPLORATORY
# PROGRAMS

## AGRICULTURAL EDUCATION

| | | |
|---|---|---|
| Grade 6 | Exploratory Agriculture | 8002 |
| Grade 7 | Exploratory Agriculture | 8003 |
| Grade 8 | Exploratory Agriculture | 8004 |

These courses are designed to assist students in exploring the world of work in agriculture. Students appraise their own aptitudes and abilities, develop an understanding of the importance of human relations and ingenuity, become acquainted with agricultural occupational fields, develop desirable attitudes toward work, become aware of occupational and educational objectives of the high school and post high school agriculture program, and develop a realistic self concept in relation to agricultural pursuits.

## BUSINESS & OFFICE EDUCATION

### Accounting 6320

A one-year, accelerated course recommended for the 12th grade student. It emphasizes analysis and interpretation of records, transactions, and business systems. It offers study in the managerial use of records and accounting information. This course also serves as an introduction and orientation to careers in the field of accounting.

### Office Supervision and Management 6430

A one-year, single-period course recommended for 11th or 12th grade students interested in supervisory and administrative occupations. The course focuses upon the managerial process, examining the functions of planning, organizing, staffing, directing, and controlling as related to the daily job of a supervisor. The course provides an opportunity for students to explore the job opportunities in office management and supervision and investigate the career ladder for management and supervision.

### Business Exploration 6109

A one-year, course available to middle and junior high school students below the 9th grade. The course is designed to introduce students to career opportunities in office occupations and the total realm of Business Education careers. It will also include self-exploration as it relates to Business Education careers, limited activities in acquiring decision-making skills and becoming planning-oriented. It will also include a look at the career preparation program of study available at secondary, post-secondary and higher education levels.

# DISTRIBUTIVE EDUCATION

## Education for Employment

| | |
|---|---|
| Grade 7 | 8104 |
| Grade 8 | 8106 |
| Grade 9 | 8108 |

Education for Employment - These are one year courses designed to help students develop goals and values which enable them to understand the importance of being employed, of distribution in the economy and job opportunities in this field, and to explore job opportunities in distribution. Instruction covers such areas as grooming and appearance, setting realistic goals, self concept and behavior, survey of career opportunities, functions of marketing, local employment opportunities, school and community responsibility. Vocational application of instruction is achieved through simulated occupational experiences in the classroom and directed learning experiences in local businesses.

## FASHION MERCHANDISING 8144

A one-year, 12th grade course offering instruction in a study of fashion careers, personal qualities for success in the fashion field, influence of historic costume on contemporary fashion, how the fashion world works, materials of fashion, promotion, selling, and merchandising of fashion, and career opportunities in the fashion field. Vocational application of instruction is achieved through simulated occupational experiences in the classroom laboratory and directed learning experiences in local or nearby businesses.

## HOTEL-MOTEL MANAGEMENT 8146

A one-year, 12th grade course designed for students with an interest in careers in the Hotel-Motel field. Instruction is given in such areas as hotel-motel sales, front office procedures, service aspects of the hotel-motel operation, and careers in the Hotel-Motel field and related hospitality occupations. Students develop the mathematical, communications and marketing competencies necessary for successful entry employment in the Hotel-Motel field. They combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a hotel or motel. Students completing the DE I Cooperative course or the Marketing I course in the junior year might want to specialize in this option in the senior year.

## RADIO - TV BROADCASTING

RADIO - TV I 8161
RADIO - TV II 8162

A specialized one-year course designed to provide the students with instruction in the organization and operation for radio and TV stations. Instructions includes such areas as the Legal Basis for Broadcasting, the Federal Communications Commission and the Federal Trade Commission, Preparation for the FTC Third Class Radio-Telephone License Examination, Production of Commercials, and Performing for Radio and Television. In addition, students explore in depth at least one career area within the broadcasting field. During the first semester the student will put together a career package that will contain not only his personal findings and experiences but also his reaction to his research in terms of personal career choice. Simulated and actual occupational experiences are planned and directed by the teacher to provide vocational application of instruction.

## DISTRIBUTIVE EDUCATION I PREPARATORY 8110

The basic 10th grade course in Distributive Education which provides students with an introduction to the field of marketing and distribution, acquaints them with career opportunities which it offers and assists them in selecting a tentative career objective in this field. Students also develop the social, economic, mathematical and communications skills necessary for entry jobs in distribution. Vocational application is provided through simulated occupational experiences in the classroom laboratory and supervised learning experiences in local or nearby businesses. This course is recommended, but is not a pre-requisite, for all other DE options.

# HOME ECONOMICS

## Intermediate Consumer & Homemaking

| | | | |
|---|---|---|---|
| Homemaking | Grade 6 | 8205 | |
| Homemaking | Grade 7 | 8206 | (18 wks.) |
| Homemaking | Grade 7 | 8207 | (Less than 18 wks.) |
| Homemaking | Grade 7 | 8208 | (36 wks.) |
| Homemaking | Grade 8 | 8210 | (18 wks.) |

### Consumer and Homemaking Grade 6 - 8205

This course has no prerequisites and is planned for a minimum of 18 weeks. It meets for 80 clock hours per year. The units to be taught are as follows: Youth and Money, The Young Generation and Culture, Personal Potential, and Personal Management - orderliness. All courses in Home Economics Education are open to boys and girls. Individual projects are required.

### Consumer and Homemaking Grade 7 - 8206
### Consumer and Homemaking Grade 7 - 8208

Having no prerequisite, this course is held for 265 minutes per week for a minimum of 18 weeks-8206 or for 36 weeks-8208. The units to be taught are Youth and Spending, Today's Teenagers and Culture, Toward Maturity, Personal Management - Organization, and Individual Projects. Individual projects are required.

# INDUSTRIAL ARTS

## Exploring Technology 8461

A historical study of three broad areas of technological development and their contribution to the growth of civilization: (1) tools and machines, (2) power and energy, and (3) transportation and communications. The major approach to instruction is the "unit" method. Students are involved in three areas of activity: retrieving information, project construction, and disseminating information. Grade level: 6-8, Course length: 18 to 36 weeks.

## Modern Industry and Technology 8462

A study of two types of contemporary industries: (1) The processing industry which converts raw materials into more useful forms, and (2) the high volume production industry which utilizes the production line technique. A wide range of role involvement with the middle management positions in industry is provided. The student experiences the realities of the worker on a production line, or a subcontractor on a group project and develops fundamental skills in communications, tool and machine processes, personnel relations and problem solving. The course is composed of three major units: volume production industry, processing or project industry, and fundamental industrial tools, materials, and processes. Grade level: 8-10, Course length: 36 weeks
Prerequisites: none (Exploring Technology would be beneficial)

## American Industry 8463

Organized to prepare students to make career choices that are based upon hands-on experiences with broad areas of industry: industry today, the evolution of industry, organizing an enterprise, operating an enterprise, distributing products and services, the future of industry, and the student's business venture. The course has two major goals: to develop an understanding of those concepts which directly apply to industry, and to develop the ability to solve problems related to industry. Grade level: 7-9, Course length: 36 weeks.

## The World of Construction 8431

An introduction to the construction career cluster encompassing the management-personnel-production system that industry uses to produce the man-made world of structures. Students learn: what kind of jobs there are, what people do, how each worker contributes to the economic system, and how labor and management relate. They are acquainted with the levels of work responsibility and their varying knowledge and skills demand. The course is comprised of three major sections: an analysis of the management-personnel-production system of construction, a synthesis of housing construction systems, and regional planning practices. Grade level: 7-9, Course length: 36 weeks

The World of Manufacturing 8425

An introduction to the manufacturing career cluster encompassing the management-personnel-production system that industry uses to produce the man-made world of products. Students are introduced to the kinds of jobs there are, what people do, how each worker contributes to the economic system, and how labor and management relate. They are acquainted with the levels of work responsibility and their varying knowledge and skills demand. The course is comprised of three major sections: an introduction that provides a brief history of manufacturing and analysis of the management-personnel-production system of manufacture, and the synthesis of manufacturing practices applied to the corporation.
Grade level: 8-10, Course length: 36 weeks, Prerequisites: The World of Construction

The World of Communications 8415

An introduction to the communications and media career cluster. Students are provided occupational information and practical laboratory experiences to familiarize them with jobs available, skills needed, and levels of work responsibility. The course is composed of four major units: drawing and design, electronic communications, graphic arts, and visual media enterprise.
Grade level: 9-10, Course length: 36 weeks

The World of Transportation 8445

An introduction to the transportation career cluster where students are provided occupational information and instruction and practical shop or laboratory experiences to familiarize them with jobs available, skills needed and levels of work responsibility. The course is comprised of three major units: energy processing systems, transactional systems, and servicing technology.
Grade level: 9-10, Course length: 36 weeks, Prerequisites: none (Modern Industry and Technology would be beneficial)

# TRADE AND INDUSTRIAL

## Industrial Career Orientation

Industrial Career Orientation I 8701
Industrial Career Orientation II 8703

This program is designed to develop within the student an understanding of the broad range of trade and industrial and health occupations; an understanding of the skill requirements for pursuing such occupations; the ability to identify one's characteristics, aptitudes, and abilities to occupational areas; and a knowledge of the opportunities for securing training in these occupations. When a shop or laboratory is not available, the course may be taught in a classroom. When taught in shop facilities the program offerings should be clustered about related areas of instruction such as building trades, health occupations, personal services, etc. Major emphasis should be placed on the laboratory experiences.

## Industrial Career Exploration

Industrial Career Exploration I 8702
Industrial Career Exploration II 8704

This career cluster program which includes exploration in a number of occupations is designed to assist in the choice of an occupational goal. Shop facilities are required to provide the exploratory experiences. Students completing the program should be able to elect a preparatory occupational program offered by the school division. Several clusters are possible. However, a cluster should contain instruction and experiences in related fields. Example: building trades which should include masonry, carpentry, plumbing, electrical wiring, painting.

AGRICULTURAL
EDUCATION
OCCUPATIONAL
PROGRAMS

AGRICULTURAL PRODUCTION

Agricultural Production III 8010
Agricultural Production IV 8012
Agricultural Production V 8014

Designed to develop agricultural competencies needed by individuals engaged in, or preparing to become engaged in, agricultural production or a closely related field. Prepares students for farm employment, operation, management, ownership or other agricultural employment. Major areas of instruction include farm management, production of crops and farm animals, soil and water management, leadership training, farm family living, and agricultural mechanics.

AGRICULTURAL SUPPLIES AND SERVICES

Agricultural Business III 8022
Agricultural Business IV 8024

Designed to assist students in acquiring business and management knowledge, understandings, and skills that prepare them for a cluster of employment opportunities in off-farm businesses, industries, and agencies that provide agricultural supplies and services. Some of the instructional units included are career opportunities in agricultural business, organization and functions of the business, agricultural business math, salesmanship, business procedures, merchandising advertising and displaying and leadership training.

AGRICULTURAL MECHANICS

Agricultural Machinery Services III 8016
Agricultural Machinery Services IV 8018
Agricultural Machinery Services V 8020

Designed to prepare students for entry employment and advancement in the agricultural equipment industry or for the operation and maintenance of equipment on farms. The major instructional areas include the operation, adjustment, maintenance and repair of agricultural machinery, as well as lawn and garden equipment. Also included are units on career opportunities, human relations, economics, and leadership training.

AGRICULTURAL PRODUCTS

Agricultural Processing and Marketing III 8028
Agricultural Processing and Marketing IV 8030
Agricultural Processing and Marketing V 8032

Provides instruction in the marketing and processing of agricultural products such as meat, poultry and eggs, dairy products, fruits, vegetables and cereal grains. Learning activities are provided in assembling, sorting, testing, grading, processing, storing, and marketing each agricultural product.

ORNAMENTAL HORTICULTURE

Ornamental Horticulture III 8034
Ornamental Horticulture IV 8036
Ornamental Horticulture V 8038

Designed to assist students in developing necessary skills and attitudes for entry positions and advancement in floriculture, landscaping, greenhouse operation, nursery plant production and turf management. Instructional units include identifying, propagating and growing horticulture plants; landscape planning and design; operating a horticulture business; salesmanship; using soil and other plant growing media; controlling plant pests and diseases; managing turf; and operating, repairing, and maintaining small power equipment.

AGRICULTURAL RESOURCES (OR FORESTRY)

Natural Resources Management III 8040
Natural Resources Management IV 8042
Natural Resources Management V 8044

Designed to assist students in developing the knowledge and skills required for employment in occupations in forestry and wildlife management; outdoor recreation; and in air, soil, and water conservation. Major areas of instruction include forest production and management, wildlife management, soil and water management, development of facilities for outdoor recreation, and mechanics related to the field.

AGRICULTURE SCIENCE & MECHANICS

Agricultural Science & Mechanics I 8006
Agricultural Science & Mechanics II 8008

Provides students with a basic knowledge and skills that serve as a prerequisite for advanced agricultural course options. Basic principles of science, mathematics, and economics are reviewed, studied, and applied to agricultural situations. The two year program includes much of the knowledge and skills common to both on-farm and off-farm agricultural industries and businesses. Units of instruction, such as; agricultural orientation, agricultural mechanics, principles of plant and animal science, rural urban living, leadership training, and an introduction to resources conservation are included.

BUSINESS
EDUCATION
OCCUPATIONAL
PROGRAMS

## ACCOUNTING AND COMPUTING OCCUPATIONS

| | | | | | |
|---|---|---|---|---|---|
| General Business | | 6110 | | General Business | 6110 |
| Beginning Typewriting | | 6151 | (OR) | Beginning Typewriting | 6151 |
| Clerical Accounting I | (block) | 6340 | | Beginning Bookkeeping | 6311 |
| Clerical Accounting II | (block) | 6350 | | Advanced Bookkeeping | 6315 |
| | | | | Office Practice | 6410 |

(Refer to following pages for Course descriptions)

## BUSINESS DATA PROCESSING SYSTEMS OCCUPATIONS

| | |
|---|---|
| General Business | 6110 |
| Beginning Typewriting | 6151 |
| Business Data Processing I (block) | 6640 |
| Business Data Processing II (block) | 6550 |

(Refer to following pages for Course descriptions)

## FILING, OFFICE MACHINES, GENERAL CLERICAL OCCUPATIONS, REPROGRAPHICS

| | | | | |
|---|---|---|---|---|
| General Business | 6110 | | General Business | 6110 |
| Beginning Typewriting | 6151 | | Beginning Typewriting | 6151 |
| Filing I (or) | 6710 | (OR) | Advanced Typewriting | 6154 |
| Reprographics I | 6660 | | Bookkeeping (or) | 6311 |
| Filing II (or) | 6720 | | Recordkeeping | 6330 |
| Reprographics II | 6670 | | Office Practice | 6410 |

(Refer to following pages for Course descriptions)

## STENOGRAPHIC, SECRETARIAL AND RELATED OCCUPATIONS

| | | | | |
|---|---|---|---|---|
| General Business | 6110 | | General Business | 6110 |
| Beginning Typewriting | 6151 | | Beginning Typewriting | 6151 |
| Stenography I (block) | 6250 | (OR) | Advanced Typewriting | 6154 |
| Stenography II (block) (or) | 6260 | | Beginning Shorthand | 6211 |
| Medical Office Procedures (or) | 6730 | | Advanced Shorthand | 6215 |
| Legal Office Procedures | 6735 | | Office Practice | 6410 |

(Refer to following pages for Course descriptions)

## TYPING AND RELATED OCCUPATIONS
## OR
## KEYPUNCH OPERATOR

| | | | | |
|---|---|---|---|---|
| General Business | 6110 | | General Business | 6110 |
| Beginning Typewriting | 6151 | (OR) | Beginning Typewriting | 6151 |
| Clerk Typist I (block) | 6159 | | Advanced Typewriting | 6154 |
| Clerk Typist II | 6160 | | Office Practice | 6410 |

(Refer to following pages for course descriptions)

# COURSE DESCRIPTIONS--
# BUSINESS AND OFFICE EDUCATION

Business Education Service
State Department of Education

General Business (An Orientation course and a Prerequisite to all Bus. Ed. Occ. Pro.)

A one-year, introduction-to-business course available to all ninth or tenth grade students and required as the first course in a vocational business education curriculum. This course is designed to help the student understand business and how it affects him in his everyday life. The student has an opportunity to gain knowledge about the American business system as part of our total economic environment; to become skillful in selecting and using goods and services that are available from business, industry, and government; and to develop competency in managing his personal and business affairs.

Beginning Typewriting

A one-year course available to all students and required at the tenth grade level in a vocational business education curriculum. The students develop skill in touch typewriting and correct manipulation of the typewriter. Emphasis is placed on the development of basic typewriting skills and on the application of these skills in typewriting personal and business letters, outlines, manuscripts, and tabulated reports.

Advanced Typewriting

A one-year course required at the eleventh grade level in most traditional vocational business education curriculums. This course develops those typewriting skills with attendant related knowledges and understandings basic to office occupations requiring marketable skills in typewriting.

Recordkeeping

A one-year vocational course for students of average and less than average ability. The emphasis is on practice rather than on theory and analysis. The course is designed to develop recordkeeping skills basic to a number of clerical office occupations. Recordkeeping is offered at the eleventh-grade level. Recordkeeping is not recommended for students enrolled in a block-time program since such instruction is included in the program.

Bookkeeping I and II

A two-year vocational course offered at the eleventh and twelfth-grade levels designed to give basic knowledge and skill in double-entry bookkeeping. Students learn to interpret and analyze business papers, records, and transactions as an aid to management. Included also will be the use of manual, mechanical, or electronic media. Bookkeeping is offered to average and above average students not enrolled in an approved business education block-time program.

Accounting

A one-year accelerated course for academically talented students (college or non-college). It offers study in greater depth than bookkeeping in analysis and interpretation of records, transactions, and business systems.

Office Practice

The capstone of traditional vocational business education curriculums, office practice brings together knowledges, understandings, and skills from the other business subjects. New skills and knowledges are presented including office machine operation. Emphasis is given to business systems and procedures. Related training for cooperative work-training students is also given in a class scheduled specifically for cooperative work students. This course is offered to students at grade twelve. Where enrollment permits, Office Practice is divided into two or more specialized courses, Clerical Procedures, and Stenographic Procedures. Students enroll in whichever class is designed for their chosen occupational interests.

Shorthand I and II

A two-year course offered for juniors and seniors who are following a traditional stenographic curriculum. Students learn shorthand theory, read fluently from shorthand copy, write legible shorthand notes, demonstrate the ability to construct outlines for unfamiliar words under the stress of dictation, and demonstrate knowledge of correct spelling, punctuation, and vocabulary usage. The purpose of the course is to learn to take unfamiliar dictation and transcribe accurately at a job-entry skill level.

Clerk-Typist I

A double-period occupational preparation course at the eleventh grade level. In addition to typewriting, the student receives instruction in adding and calculating machines with applied mathematics, business law, introduction to office careers, records management, reprographics (duplicating and reproducing methods), office practice, business behavior and psychology, and recordkeeping.

Clerk-Typist II

A single-period occupational preparation course with cooperative education or a double period class without cooperative education at the twelfth grade level. Emphasis is placed on the production of quality material, judged on the basis of accepted office standards. The refinement of skills is enhanced through office simulations or cooperative work training. Units of instruction include business law, business principles and organization, keypunch operation, machine transcription, and other office practices and procedures.

Stenography

A double-period occupational preparation course offered at the 11th grade level. A shorthand system is taught during the first semester, and additional theory is taught during the second semester. The skill of transcription is taught early in the course and developed during the first year. Communication skills are taught as a part of the program. Students are taught touch operation of the ten-key adding-listing machine keyboard and introduced to office equipment that is used to solve business problems. Secretarial procedures, recordkeeping, and secretarial skills are integrated in the instructional approach.

Stenography II

A double-period occupational preparation course at the twelfth-grade level. Emphasis is on refining the stenographic skills through office simulation. Units of instruction include business law, business principles and organization, recordkeeping, records management, machine transcription, payroll records, shorthand and transcription, secretarial procedures and practices, and office simulation. Cooperative education is recommended as a part of this course.

Clerical Accounting I

A double-period course offered at the eleventh-grade level. Emphasis is placed on recordkeeping and accounting. Students are taught touch operation and application of adding and calculating machines and introduced to office equipment that is used to solve business problems. Additional units of instruction include records management, business behavior and psychology, and office mathematics.

Clerical Accounting II

A double-period course offered at the twelfth grade level. Instruction provides for the development of skills used in specific clerical, accounting, and related occupations and increased understanding of office systems and principles applicable to these occupations. Instruction continues in accounting, business law, business principles and organization, keypunch operation, and other office practices and procedures.

Data Processing I

A double-period course offered at the eleventh-grade level. The course is job-oriented and includes instruction in unit record systems, operation, and wiring; records management; accounting; and other office equipment used to solve business problems. Electronic data processing systems and programming are a part of the second semester instruction.

Data Processing II

A double-period course offered at the 12th grade level. Emphasis is placed on electronic data processing, providing for both extensive programming and operations training. COBOL, Autocoder, FORTRAN, and RPG are the language processors available. The suggested computer configuration allows for disk, card read, card punch, and print I/O operations, consequently allowing for substantial training in computer operations. Provision must be made for hands-on computer also in the instruction will be business law, business behavior and psychology, business principles and organization, other office equipment, and office systems and practices.

Reprographics I and II

A two-year double or triple period program offered at the eleventh and twelfth grade levels. The program deals with various kinds of office reproduction and word processing. This program includes instruction and training in the activities, practices, and procedures of inhouse printing. Students learn to operate equipment, to prepare copies, to do layouts for offset reproduction, and to use equipment such as the composer and the vari-typer. Word processing systems related to this activity are taught. It is recommended that the word processing activities be tied with the stenographic occupations and typewriting and related occupations programs.

Medical Office Procedures

A one-year, double-period course offered at the twelfth-grade level. This course is designed for persons who desire training in the field of medical office secretarial operations, providing for shorthand proficiency and incorporating the development of medical terminology and knowledge of basic medical procedures. This course may be substituted for the Stenography II class. Machine transcription training is included in this program.

Legal Office Procedures

A one-year, double-period course offered at the twelfth-grade level. This course is designed for persons who desire training in the field of legal office procedures, providing for shorthand proficiency and incorporating the development of legal terminology and knowledge of basic legal office procedures. This course may be substituted for the Stenography II class. Machine transcription training is included in this program.

Cooperative Office Education

The supervised, on-the-job training phase of occupational preparation programs in business education. This on-the-job training is provided either with the accompanying related training class of Office Practice or through a block-time program. Students in Cooperative Office Education attend classes at school and also work in an approved office during the school day or an alternate school day. The coordinator develops with the training supervisor and student an individualized training plan listing each of the instructional activities for the year and identifying the training supervisor's and/or coordinators's responsibilities for providing the instruction.

DISTRIBUTIVE
EDUCATION
OCCUPATIONAL
PROGRAMS

DISTRIBUTIVE EDUCATION COOPERATIVE PROGRAM

Distributive Education II 8120
Distributive Education III 8130

The first year 11th grade course in the two-year Distributive Education Cooperative Program provides instruction that enables students to hold and succeed in an entry level job in marketing and distribution. Students combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a local distributive business. In this year of the program students concentrate on developing competencies needed by distributive workers in the areas of selling, advertising, display, operations and product and service technology. The DE I 10th grade preparatory course is recommended but is not a pre-requisite for entry into this two-year program.

The second year 12th grade course in the two-year Distributive Education Cooperative Program provides students completing the first year course to pursue in greater depth instruction for developing those competencies which will enable them to continue and advance in full time employment in a career in marketing and distribution. Students continue the arrangement of combining classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a local distributive business. Instruction in this year of the program concentrates primarily on the development of competencies in the areas of sales promotion, merchandising, market research and management. The DE II Cooperative course is a pre-requisite for this course.

PETROLEUM MARKETING

Petroleum Marketing 8148

A one-year 12th grade course designed for students with an interest in careers in the Petroleum Industry. Instruction is given in such areas as service station selling, service aspects of the petroleum industry, service station operation and marketing of petroleum products. Students develop the mathematical, communications and marketing competencies necessary for successful entry employment in the Petroleum field. They combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a service station. Students completing the DE I Cooperative Course or the Marketing I course in the junior year might want to specialize in this option in the senior year.

MARKETING

Marketing I 8132
Marketing II 8134

The purposes and curriculum for the first year 11th grade course in the two year Distributive Education Marketing Program are the same as for the 11th grade DE II Cooperative course but instead of supervised on-the-job training, vocational application of instruction is provided through simulated occupational experiences in the classroom laboratory and directed learning experiences in local or nearby businesses. It is designed for schools in localities where placement in distributive occupations is not available. The DE I 10th grade preparatory course is recommended but is not a pre-requisite for this course.

The purpose and curriculum for the second year 12th grade course in the two-year Distributive Education Marketing Program are the same as for the 12th grade DE III Cooperative course. Vocational application of instruction is provided in the same manner as in the 11th grade Marketing I course. Marketing I is a pre-requisite for this course.

## SENIOR MARKETING

Senior Marketing 8136

A one-year accelerated Distributive Education course for 12th grade students who demonstrate above average academic ability and plan marketing careers requiring qualifications above the entry level or preparation beyond high school. Included in course content are the areas of marketing research, personnel management, economics, sales promotion, sales management, merchandising and business organization and operation. Students investigate marketing careers and develop competencies needed to achieve such occupational goals as sales engineer, merchandising manager, sales promotion. Vocational application is achieved through simulated occupational experiences in the classroom laboratory and directed learning experiences in local or nearby distributive businesses.

## FOOD DISTRIBUTION

Food Distribution 8142

A one-year 12th grade course designed for students with an interest in careers in the Food Industry. Instruction is given in such areas as An Introduction to the Food Industry, Service Selling in Supermarkets, Food Store Operations, Checker Education and Food Store Merchandising and Advertising. Students develop the mathematical, communications and marketing competencies necessary for successful entry employment in the Food field. They combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a food store. Students completing the DE I Cooperative course or the Marketing I course in the junior year might want to specialize in this option in the senior year. 160 clock hours of instruction per year; minimum of 2 credits.

# HOME ECONOMICS EDUCATION

1. Consumer and Homemaking Program
2. Occupational Programs

# 1. CONSUMER AND HOMEMAKING

## CONSUMER AND HOMEMAKING PROGRAMS

Homemaking I 8230
Homemaking II 8240
Homemaking III 8250

In the 1st year the following units are taught based on students needs: The Young Consumer and the Home, Cultural Influences on the Individual, Growth of Individuals in the Home, and Management of Personal Resources. Students electing the second year must have had Consumer and Homemaking I. Each individual student will select a project for major emphasis. The units included are: Family Living and Money, Cultural Enrichment, Family Influences and Responsibilities, and Management and Family Resources. Students electing this third year must have had Consumer and Homemaking I and II before electing III and should be in grades 10, 11, or 12. The units included are: Family Consumer Responsibility, Cultural Influences on Family Living, Readiness for Marriage and Parenthood, and Management for the Young Family.

## FAMILY LIVING

Homemaking V - Family Living 8270

Designed to give one year of Consumer and Homemaking to students at the 12th grade level who have had no previous high school courses in the preparation for the vocation of homemaking. The units to be taught are as follows: Family Money Management, Cultural Environment, Marriage and Family, and Management in Homemaking.

## SPECIALIZED AREAS OF HOME ECONOMICS

HE-Consumer Economics - Home Management 8271
HE-Child Development - 8284
HE-Home Furnishings and Housing - 8297
HE-Marriage and Family - 8272
HE-Food Management - 8273
HE-Clothing Management - 8274

These areas have prerequisites of Consumer and Homemaking I and II are offered in grades 10, 11, and 12. In the third year after completing Consumer and Homemaking I & II, students select two specialized areas for the year, the two areas being taught consecutively during the year with a total 150 clock hours of instruction earning 1 credit.

## HOME ECONOMICS - SPECIALIZED AREAS:

### HE - CONSUMER ECONOMICS - HOME MANAGEMENT - 8271

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

The content is based upon in-depth study of management of the consumer dollar and other resources and skills necessary to personal and home management. Practical management experiences coupled with field trips make up an important part of this course.

HE - CHILD DEVELOPMENT - 8284

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

The content of the course includes in-depth study of the growth and development of the child. Practical experience in a child care nursery or in observation of child behavior is provided in this course.

HE - HOME FURNISHINGS AND HOUSING - 8297

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration of a full year's credit.

This course is an in-depth study of the construction of furnishings and housing as they affect individual and family planning and choices. Practical experiences include field trips, resource persons, and certain skill-development projects.

HE - MARRIAGE AND THE FAMILY - 8272

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

This course is concerned with humand and family relationships as they develop within the social structure. Responsible parenthood, and the dignity of the individual are components of this unit of work.

HE - FOOD MANAGEMENT - 8273

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

The content of this course is an in-depth study of the management of sources which provide food for the individual and/or the family. Wise buymanship, nutritional choices, and food preparation are included.

HE CLOTHING MANAGEMENT - 8274

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

The content of this course is concerned with management of clothing resources for the individual and the family. Good consumer practices and skill development clothing construction projects may be included in this course.

## 2. OCCUPATIONAL PROGRAMS

(Consumer & Homemaking I & II Recommended Prerequisites for each Program)

### CHILD CARE SERVICES

Child Care Occupations I 8285
Child Care Occupations II 8286

Designed to prepare high school students for employment in child care occupations at the job entry level, the class provides first hand experiences with children. On-the-job or simulated experience is a requirement of the course. Students should elect this course in the eleventh grade, expecting to take two years of the program in child care. The second year is an extension, in depth, of Child Care Services I. Emphasis is placed on development of skills and understandings needed in working with small children and on extended occupational functions of workers in child care such as foster mother, child-care attendant, kindergarten aide, or child-care assistant. Designed for students in the last year of high school, this course should be taken just prior to entering employment. Cooperative work experience is essential. Each course meets for two or three consecutive hours daily, with three hours.

### CLOTHING SERVICES

Clothing Occupations I 8280
Clothing Occupations II 8281

Prepares upper high school students for entry jobs in clothing and related occupations; such as alterationist, custom sewer, factory worker (assembly line), stitcher, and sewer. On-the-job experience in factories, clothing industries, and other such establishments is required under the supervision of the instructor. The second year is designed to build on and extend the learnings of Clothing Occupations I in preparation of clothing service workers in skills needed for responsibilities of dressmaker, custom tailoring, assembly-line manager, or wardrobe mistress. Supervised on-the-job training is required. Students are prepared for semi-skilled or entry jobs upon completion of this course. Each class meets a minimum of two consecutive hours daily, but three consecutive hours are recommended.

### FOOD SERVICES

Food Occupations I 8275
Food Occupations II 8276

Designed for and prepares upper high school level students, preferably juniors, for various kinds of employment related to institutional and commercial foods services. Entry level training is provided for employment as short-order cook, caterer's helper, cafeteria or lunchroom worker, or chef's helper. On-the-job experience is required under supervision of the instructor. The second year gives additional in-depth instruction in skills related to food preparation, the development of necessary personal qualities for job success, need for a pleasing personality, and a working knowledge of the employment opportunities in the food industry. Emphasis is placed on helping students acquire skills necessary for entry into semi-skilled and skilled jobs such as food service supervisor, cook, plant hostess, manager of cafeteria or lunchroom. This course is for seniors who go immediately into employment. Supervised work training is required. Each course meets daily for a minimum of two consecutive hours block of time but preferably for a three hour block of time.

HOME FURNISHINGS SERVICES

Home Furnishing Occupations I 8295
Home Furnishing Occupations II 8296

The beginning course, for students who are training for occupations in the construction of slipcovers, draperies, upholstery, and other entry jobs in home decoration, is available to upper high school students. A second sequential year is required to complete the program. Supervised work training coordinated by the instructor is required. The second year is an advanced course designed especially for seniors to give opportunity for perfection of skills needed in the occupations of interior decorator's assistant, upholster's assistant, or customizer of home furnishings. Cooperative work training coordinated by the instructor is required. The length of each course per day is two to three consecutive hours, the latter being preferable.

HOME AND INSTITUTIONAL SERVICES

Home and Institutional Occupations I 8290
Home and Institutional Occupations II 8291

Prepares students as homemaking aides, motel and hotel aides, appliance demonstrators and for other related jobs in private homes and institutions such as nursing homes or hospitals. This course is designed to help the enrollee to gain an understanding of the use of large and small cleaning equipment and supplies and to develop needed basic skills for the entry level job. Supervised work training by the instructor is required. The second year is an in-depth course, especially for seniors. That emphasizes knowlege and skills necessary to be successful in the care of facilities, furnishings and equipment in homes and institutions in preparation for employment as an institutional or executive housekeeper, management aide, inspectress, or hotel and motel housekeeping. Supervised work training by the supervisor is required. Each course meets from two to three hours daily, preferably three.

TRADE AND INDUSTRIAL
EDUCATION
OCCUPATIONAL
PROGRAMS

In the following Trade and Industrial Education program descriptions, three years are indicated in most programs. Normally, the program should operate for two years, three periods per day. The third year course is to be used only in school divisions where special permission has been granted to operate the program for three years at two periods per day rather than the usual two years at three periods per day.

In each case, the second or third year involves advanced experiences in the basic knowledge and skills introduced during the first year.

As indicated, a few programs are recommended as one year courses only.

AIR CONDITIONING & REFRIGERATION

Air Cond. & Refrig. I 8503
Air Cond. & Refrig. II 8504
Air Cond. & Refrig. III 8505

This is a program in residential and commercial refrigeration and air conditioning to help meet the needs in this industry. This program includes training in the installation, maintenance, and repair of refrigeration and air conditioning equipment. Instruction is given in the principles of temperature measurement, electrical control systems, heat transfer, air distribution, ventilation systems, and pneumatic control systems. Plumbing skills, fundamental electricity, blueprint reading, and other related subjects are included in the program.

AUTO BODY REPAIR

Auto Body Repair I 8676
Auto Body Repair II 8677
Auto Body Repair III 8678

The Auto Body Repair and Refinishing course provides training in the use of the equipment and materials in the auto body mechanic trade. The student studies the construction of the automobile body and techniques of auto body repairing, rebuilding, and refinishing. Repairing, straightening, aligning, metal finishing, and painting of automobile bodies and frames are typical skills learned. Job titles in this trade include automobile body repairman, automotive painter, and frame and chassis repairman.

AUTO MECHANICS

Auto Mechanics I 8506
Auto Mechanics II 8507
Auto Mechanics III 8508

The Auto Mechanics course provides a training program for developing the basic knowledge and skills needed to inspect, diagnose, repair, and adjust automotive vehicles. Manual skills are developed in practical shop work. Thorough understanding of the operating principles involved in the modern automobile comes in class assignments, discussions, and shop practice. Automobile mechanics maintain and repair mechanical, electrical, and body parts of passenger cars, trucks, and buses. They also may service tractors or marine engines and other gasoline powered equipment. Mechanics inspect and test to determine the causes of faulty operation. They repair or replace defective parts to restore the vehicle or machine to proper operating condition and use shop manuals and other technical publications as references for technical data.

BARBERING

Barbering I 8509
Barbering II 8510
Barbering III 8511

This program includes classroom and practical experience in haircutting and styling, shaving, shampooing, and massaging. Emphasis is placed on hygiene, skin and scalp diseases, and sterilization of instruments and utensils. A knowledge of the anatomical structure of the head is necessary. Instruction is designed to qualify pupils for the licensing examination administered by the Virginia State Board of Barber Examiners.

BRICKLAYING - MASONRY TRADES

Bricklaying I 8512
Bricklaying II 8513
Bricklaying III 8514

In this program the student will learn to use, maintain, and handle safely the tools, machines, equipment, and materials commonly used in masonry trades. This will involve block and bricklaying, building footings and foundations, doing straight wall work, building arches and columns, designing and building fireplaces and chimneys.

BUILDING TRADES

Building Trades I 8515
Building Trades II 8516
Building Trades III 8517

The building trades program offers the students an opportunity to become acquainted with a variety of skills basic to the building industry. The student has a broad area of experience through which skills in the building trades may be developed. The course of study will include carpentry, masonry, plumbing, and residential wiring. The course is not designed to prepare a skilled craftsman in any one of the trades involved but rather to enable the student to develop the basic skills that will provide entry level employment in the building industry.

CABINETMAKING - CARPENTRY

Cabinetmaking - Carpentry I 8518
Cabinetmaking - Carpentry II 8519
Cabinetmaking - Carpentry III 8520

This program offers the student a basic understanding of the carpentry trade. It includes the preparation and construction of forms, wood framework, subflooring, sheathing, partitions, joints, stairs, studding, and rafters. Also, emphasis is placed on skills in cabinetmaking and finish work as used in the carpentry trade.

COMMERCIAL ART

Commercial Art I 8570
Commercial Art II 8571
Commercial Art III 8572

Commercial Art consists of organized learning experiences which include theory, laboratory, and shopwork as they relate to the design and execution of layouts. The program includes instruction in advertising theory and preparation of copy, fashion illustration, poster design, package and product design, exhibits, and other display media. Silk screen, air brush and touchup, inks and color dynamics, half tone reproduction, and lettering techniques are taught. Those successfully completing the program will be prepared for employment in such occupations as fashion illustrator, technical illustrator, and advertising artist.

COMMERCIAL FOODS

Commercial Foods I 8521
Commercial Foods II 8522
Commercial Foods III 8523

This course is designed to prepare high school students for entering employment in food service occupations. The course of study includes practice in storage preparation and handling of food, cooking methods, such as broiling deep fat frying, steaming, and baking are taught. The preparation of special dishes, soups, salads, and garnishes is included. Waiter and waitress training is also given.

COMMERCIAL SEWING

Commercial Sewing I 8524
Commercial Sewing II 8525
Commercial Sewing III 8526

In this program, the student can become proficient in the operation of various types of sewing machines, including the industrial type. Instruction includes construction, alteration, and fitting of wearing apparel. It also includes fashion design; patternmaking; cutting fabric to patterns; draping; machine and handstitching; cleaning and pressing garments; and the classification, identification, and selection of fabrics.

COSMETOLOGY

Cosmetology I 8527
Cosmetology II 8528
Cosmetology III 8529

This program requires 2,000 hours of instruction to be taken over a three-year period beginning at the 10th grade (1,500 hours must be in the cosmetology lab. The remaining 500 may be in related subjects such as biology, health, mathematics, etc.). The course provides training in manicuring; shampooing; permanent waving; facials; massages; scalp treatment; haircutting, sitting and styling. Instruction includes the cleaning and styling of wigs and making appointments for customers. Upon satisfactory completion of requirements, the student is recommended, by the faculty, to take the examination for registration as a licensed cosmetologist.

DIESEL MECHANICS

Diesel Mechanics I 8679

This program is designed to provide classroom and shop experiences which are concerned with all phases of repair work on a variety of diesel engines. Instruction is provided in the diagnoses of malfunction of engines and examination of parts; reconditioning and replacement of parts; and repair and adjustment of fuel injection systems, oil and water pumps, generators, governors, auxiliary and accompanying power units, controls, and transmissions. Technical manuals, a variety of hand and power tools, and testing and diagnostic equipment are also utilized.

DRAFTING

Drafting I 8530
Drafting II 8531
Drafting III 8532

The persons qualified in drafting have an important place in industry. They are the people who have the technological and manipulative ability to take the rough ideas and sketches of engineers, architects, and designers and produce complete and accurate drawings from them. These drawings are in turn used by skilled craftsmen in construction and manufacturing. A competent employee in drafting is able to assume responsibility and work with a minimum of supervision. Promotion to an engineering technician is a step upon the career ladder of his occupation. This course is designed to prepare the student to enter the field of drafting. After the first year, the student may specialize in the architectural, mechanical, or electrical phase of the trade.

ELECTRICITY

Electricity I 8533
Electricity II 8534
Electricity III 8535

The electrician performs the various tasks related to electrical work either on new construction or for maintenance and repair. This course is designed to teach the student to assemble, install and test electrical fixtures and wiring used in the refrigeration, air conditioning, heating, lighting, power and other electrical systems of residences, factories, schools, and office buildings. The electrician will learn to connect electrical machinery, equipment and controls, read and follow simple blueprints, and to learn the electrical code as it applies to his state and municipality. The bending and installation conduit (tubing) through which electrical wires are pulled, and the splicing of wire is also taught in the program.

ELECTRONICS

Electronics I 8536
Electronics II 8537
Electronics III 8538

This is a program of instruction in the diagnosis and repair of electronic equipment of all types. Radio and television electronics will be included and will provide instruction in basic electrical and electronic theory, circuitry, fundamentals of vacuum tubes, semi conductors and in the use of such instruments as vacuum tube voltimeters, multimeters, oscilloscopes, and signal generators. Instruction in industrial electronics will include electronic control systems and assembly work in addition to the basic activities involved in radio and television instruction.

INDUSTRIAL COOPERATIVE TRAINING

Ind. Coop. Training I 8901
Ind. Coop. Training II 8902

Industrial Cooperative Training (ICT) offers high school students the opportunity to prepare for employment in one of the many career fields within the areas of trade, industrial, technical, or health occupations. The program involves a combination of the training resources of both the high school and the technical/industrial complex of the community. Business, industrial, and professional establishments provide part-time employment and supervised training to ICT students during school hours. The high school furnishes the technical subject matter related to the student's occupation through a coordinator for the program. The objective of the program is to provide each student with the occupational experiences and related instruction necessary to prepare him to accept employment and be a productive worker in the trade or related occupation for which training was received.

INDUSTRIAL MAINTENANCE MECHANICS

Industrial Maintenance Mech. I 8575
Industrial Maintenance Mech. II 8576
Industrial Maintenance Mech. III 8577

This program is designed to train a student to become a maintenance mechanic within an industry. Instruction is offered in the machine trades on such equipment as lathes, milling machines, surface grinders and drill presses. Instruction in the use of gas and electric welding equipment is also included. The repair and maintenance of pneumatic and hydraulic systems is a part of the instruction. In some programs instruction in the repair of electric motors and their controls and in small internal combustion engines may be included.

MACHINE SHOP

Machine Shop I 8539
Machine Shop II 8540
Machine Shop III 8541

The Machine Shop course is designed to give individuals the opportunity to acquire basic skills and the related technical information necessary to gain employment as a machinist. Machinist is a skilled worker who shapes metal by using machine tools and hand tools. Instruction is given in setting up and operating the machine tools found in the trade such as lathes, drill presses, milling machines, surface grinders, and other precision equipment. The student will be taught to make standard calculations relating to dimensions of work, and the processes involved in the shaping of metal. The composition of metals will be taught so that the processes of annealing and hardening of tools and metal parts can be performed.

MEDICAL ASSISTANTS

Medical Assistants I 8545
Medical Assistants II 8546
Medical Assistants III 8547

This course includes study, practice and clinical training of the skills and techniques of assisting the physician in one or all of the three of the following areas: performing secretarial and other office duties; assisting the physician with patients; performing routine laboratory tests. Within these broad categories, a student will

learn to function as a receptionist and/or bookkeeper, sterilize instruments, assist with EKG and heat therapy, use visual and audio testing machines, do blood and urinalysis testing, and assist with culture and sensitivity plates.

METAL TRADES

Metal Trades I 8548
Metal Trades II 8549
Metal Trades III 8550

This program may consist of instruction in the operation of machine tools, welding and cutting, sheet metal work, introductory tool and die making and metal pattern-making. Students will receive specialized learning experiences including theory, laboratory, and shopwork as they relate to the planning, manufacturing, assembling, testing, and repairing of metal parts, mechanisms, machines, and structures. They will learn to cast, form, shape, mold, heat, cut, twist, bend, press, stamp, fuse, and mark metals or metal products. Instruction emphasizes the acquisition of skills, knowledge, and understanding which lead to the preparation for various types of skilled and semi-skilled employment in the metal trades field.

MINE MACHINERY REPAIR

Mine Machinery Repair I 8580
Mine Machinery Repair II 8581
Mine Machinery Repair III 8582

This course is designed to enable the individual to repair, adjust, and maintain mining machinery, including stripping and loading shovels, drilling and cutting machines, roof bolting machines, shuttle cars, mining motors and buggies, loaders and continuous mining machines. The student will gain knowledge and skills pertaining to welding and cutting, hydraulics, electricity (AC and DC), general machanics, and machine shop operations.

NURSES'S AIDE

Nurses Aide I 8560

This course consists of a combination of subject matter and experiences which prepares a person to perform multiple tasks involved in the personal care of individuals receiving Nursing services. Usually the individual works under the supervision of a nurse. The student will learn to answer signals to determine patient's need; bath; dress and undress the patient; feed the patient; attend the patient during physical examination; dust and clean rooms; make beds; take and record temperature, pulse, and respiration rates, and food and liquid intake and output, as directed. The student will receive basic dietary training experiences and other experiences that will qualify him/her for assistance in the central supply room, delivery room or nursery.

PLUMBING & HEATING TRADES

Plumbing I 8551
Plumbing II 8552
Plumbing III 8553

This is a program which provides instruction and practice in the installation, maintenance, and repair of plumbing and heating equipment and systems. The student will study the materials, tools, fittings, and fixtures that are an integral part of the trade.

Related mathematics, science, and the plumbing code are emphasized. Instructional experiences will involve cutting and joining pipe, repairing plumbing fixtures, repairing and adjusting oil burners and other heating mechanisms, installing pipe, installing pumps, and similar skills.

POWER MECHANICS

| | |
|---|---|
| Power Mechanics I | 8554 |
| Power Mechanics II | 8555 |
| Power Mechanics III | 8556 |

This program involves a study of the theory, maintenance, and servicing of machines and devices that convert power into energy. Students will get experiences in fluid and air power (hydraulics and pneumatics); in internal combustion engines (small and large gasoline engines such as those found in autos, lawn mowers, motorcycles and boats) and in electrical power (electric motors). New discoveries such as the rotary and turbine engines will be introduced. Such experiences should enable the student to enter employment in shops and industries specializing in the maintenance and repair of power machines and devices.

PRACTICAL NURSING

| | |
|---|---|
| Practical Nursing I | 8557 |
| Practical Nursing II | 8558 |
| Practical Nursing III | 8559 |

The Licensed Practical Nursing course is designed to train students in the care of patients of all ages, in various stages of dependency, and with a variety of conditions. The student will have classes in anatomy, social sciences, interpersonal relationships, and the use of good judgement. There will be activities designed to develop skills related to patient care. In all situations the LPN functions under supervision of a registered nurse and/or licensed physician. In situations where the patient's condition is stable and not complex, this supervision may be little, or it may consist of continuous direction in situations requiring the knowledge and skills of the registered nurse or physician. This course is for seniors only who will complete one year in pre-clinical studies at the high school, and thirty six weeks of hospital clinical experience after high school graduation. Upon successful completion of the total program, the student will qualify to take the LPN licensing examination.

PRINTING

| | |
|---|---|
| Printing I | 8660 |
| Printing II | 8661 |
| Printing III | 8662 |

This is a program which includes both letterpress and offset lithography providing technical training and practice in copy preparation, composition, photography, layout and design, platemaking, duplication, and binding of printed materials of all types. Related information on paper, inks, and economic factors of printing is included as an integral part of this course. Production printing is the key point of emphasis in this program. Instructional activities will include designing and printing handouts, brochures, forms, booklets, and other types of publications.

SHEET METAL

Sheet Metal I 8663
Sheet Metal II 8664
Sheet Metal III 8665

This is a basic course in sheet metal layout fabrication, installation, the use of sheet metal equipment and industrial practices. Instructional activities in the shop will include the design, cutting, forming, and fabrication of such projects as tool boxes, air ducts, sheet metal containers and in some cases their installation.

SHOE REPAIRING

Shoe Repairing I 8666
Shoe Repairing II 8667
Shoe Repairing III 8668

The program includes organized classroom and shop learning experiences concerned with the repair of all types of footwear. Instruction emphasizes types and care of shoes; kinds and uses of tools and machines; shoe construction; shoe repairing including replacement of worn parts such as heels and soles, and sew parts that need mending; orthopedic shoemaking and repair; leather refinishing and dyeing; salesmanship and simple bookkeeping. Repairing of other articles, such as handbags, luggage, and belts may be included in the instruction.

TAILORING

Tailoring I 8669
Tailoring II 8670
Tailoring III 8671

This program includes specialized learning experiences concerned with the fabrication and alteration, by hand and machine, of all types of men's, women's, and children's outer garments. Instruction includes taking measurements, preparing patterns, cutting, sewing, and fitting; hand and powered machine sewing; hand and machine pressing; and making repairs and alterations from start to finish, according to patterns and the designer's specifications.

WELDING

Welding I 8672
Welding II 8673
Welding III 8674

This is a course in general welding, including spot welding, gas welding, arc welding and inert gas welding. It is designed to give students an understanding of the principles, methods, techniques, and skills essential for successful employment in the welding field and the metals industry. Welders join metals by applying intense heat, and sometimes pressure, to form a permanent bond between intersecting sections.

PART 11

STUDENT INTEREST
SURVEY FORM

STUDENT INTEREST SURVEY OF

VOCATIONAL EDUCATION PROGRAMS

Your Name _____

1. What grade are you in? (Circle the correct grade)

   6 7 8 9 10

2. Have you taken or are you taking any orientation or exploration vocational education courses?

   /__/ Yes /__/ No

3. If you have answered "YES" to Item 2, what is the name of the course?

   _____

4. Do you plan to take vocational education courses in high school?

   /__/ Yes /__/ No

5. All vocational education programs available in the State of Virginia are included in the following list. Stars (*) next to the blocks indicate the programs that are available in your school or school division. If you plan to enroll in a vocational education program, write a 1 to indicate your first choice, a 2 for your second choice, and a 3 for your third choice in the blocks next to the programs available in your school or school division. If you are interested in some other program that is not available in your school or school division, put a check ( ) mark in the block of the program of your interest.

Exploratory or Orientation Programs

/__/ Exploratory Agriculture
/__/ Business Exploration
/__/ Accounting (12th grade)
/__/ Office Supervision and Management (11th or 12th grade)
/__/ Education for Employment (Distributive Education)
/__/ Fashion Merchandising (Distributive Education)
/__/ Hotel-Motel Management (Distributive Education)
/__/ Radio & TV Broadcasting (Distributive Education)
/__/ Distributive Education I Preparatory
/__/ Intermediate Consumer and Homemaking Grade 6
/__/ Intermediate Consumer and Homemaking Grade 7
/__/ Intermediate Consumer and Homemaking Grade 8
/__/ Exploring Technology
/__/ Modern Industry and Technology
/__/ American Industry
/__/ World of Construction
/__/ World of Manufacturing
/__/ World of Communications
/__/ World of Transportation
/__/ Industrial Career Exploration
/__/ Industrial Career Orientation

Programs in Agriculture

/__/ Agricultural Production
/__/ Agricultural Supplies and Services
/__/ Agricultural Mechanics
/__/ Agricultural Products
/__/ Ornamental Horticulture
/__/ Agricultural Resources or Forestry
/__/ Agricultural Science and Mechanics

Programs in Business

/__/ Accounting and Computing Occupations
/__/ Business Data Processing Systems Occupations
/__/ Filing, Office Machines, General Clerical Occupations
/__/ Stenographic, Secretarial and Related Occupations
/__/ Typing and Related Occupations
/__/ Keypunch Operator

Programs in Distribution

/__/ Distributive Education Cooperative Programs
/__/ Petroleum Marketing
/__/ Food Distribution
/__/ Senior Marketing
/__/ Marketing

Occupational Programs in Home Economics

/__/ Child Care Services
/__/ Clothing Services
/__/ Food Services
/__/ Home Furnishings Services
/__/ Home and Institutional Services

Consumer and Homemaking Programs

/__/ Consumer & Homemaking
/__/ Family Living
/__/ Child Development
/__/ Clothing Management
/__/ Consumer Economics-Home Management
/__/ Marriage and the Family
/__/ Food Management
/__/ Home Furnishings and Housing

Programs in Trade and Industry

/__/ Air Conditioning and Refrigeration
/__/ Auto Body Repair
/__/ Auto Mechanics
/__/ Barbering
/__/ Bricklaying
/__/ Building Trades
/__/ Cabinetmaking and Carpentry
/__/ Commercial Art
/__/ Commercial Foods
/__/ Commercial Sewing
/__/ Cosmetology
/__/ Diesel Mechanics
/__/ Drafting
/__/ Electricity
/__/ Electronics
/__/ Industrial Cooperative Training
/__/ Industrial Maintenance Mechanics
/__/ Machine Shop
/__/ Medical Assistants
/__/ Metal Trades
/__/ Mine Machinery Repair
/__/ Nurses' Aide
/__/ Plumbing and Heating
/__/ Power Mechanics
/__/ Practical Nursing
/__/ Printing
/__/ Sheet Metal
/__/ Shoe Repairing
/__/ Tailoring
/__/ Welding

APPENDIX F

ANNUAL PROJECTED PLAN FOR VOCATIONAL EDUCATION

AND PRELIMINARY APPLICATIONS FOR VIRGINIA

VOCATIONAL FUNDS FOR 1975-76

DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
RICHMOND, VA. 23216

SUPTS. MEMO. NO. 7247
October 1, 1974

TO: Division Superintendents

FROM: George S. Orr, Jr., Director, Vocational Education
Marguerite Crumley, Associate Director, Vocational Education
George W. Swartz, State Supervisor, Local and Regional Planning

SUBJECT: (1) Annual Projected Plan for Vocational Education, Updated for 1975-76 and the Next Five Years
(2) Preliminary Application for Virginia Vocational Funds for 1975-76

Due January 15, 1975

Each year at this time, you are asked to update your projected plans for vocational education. These projections have been and will continue to be used as the basis for preparing the Annual State Plan for the Administration of Vocational Education. As part of the Standards of Quality, these projected plans will also be used as the vocational education portion of the Five Year School Improvement Plan, which is due June 1, 1975. Since you will send in the updated vocational education plan January 15, it need not be sent in again June 1.

Continuing a system started in 1973-74, you are being asked to apply for vocational education funds along with your annual projected plan. The preliminary application for funds is called for at this time in order, under the new method of funding vocational education, to be able to approve applications in time to assist you in developing your budget and in anticipating vocational education funds for the next fiscal year. The approved preliminary applications should be in your hands by the first of April. It is hoped that this will give you sufficient time to institute approved new programs and to carry forward on plans to expand or update continuing programs.

While it is essential that the preliminary applications be received in January, the total amount of reimbursement to you will be contingent upon the amount of funds available in the second year of the 1974-76 budget.

Attached you will find instructions and forms for reporting plans for vocational education and for applying for certain vocational funds. The plan and application, with Schedules, are to be returned to the Division of Vocational Education by January 15, 1975. In order to acquaint you and your staff with the forms, we will be having regional meetings in October & November to discuss them. The schedule of these meetings is on Page 2.

In the meantime, if you want assistance, please call Mr. Swartz at (804) 770-5483. Also, the vocational education supervisor assigned to your division for planning will be available upon request to work with you. (A list of these supervisors by task force areas is attached).

Please provide to Mr. Swartz the names of the persons who will attend the area meetings.

(over)

ATTACHMENTS:
1. Introduction
2. Form for Updating Annual and Five Year Plan
3. Schedules No. 1a-1f - Preliminary Application - FTE Add'l. Costs
4. Schedules No. 2A-2F - Preliminary Application for Equipment for 1974-75 with Five Year Projections
5. Schedules No. 3a-3f - Preliminary Application for Adult Classes with Five Year Projections
6. Schedule No. 4 - Secondary Vocational Personnel With Five Year Projections
7. Schedules No. 5-6 - Application for Continuing or New Special Vocational Programs and Projects (Disadvantaged, Handicapped, etc.)
8. Schedule No. 7 - Construction Plans
9. Schedule No. 8 - Anticipated Funding and Budget Summary for Vocational Education 1974-75
10. Schedule No. 9 - Proposal for New Vocational Education Program
11. Schedule No. 10 - Application for Virginia Vocational Funds
12. List of Approved Programs in Vocational Education
13. List of Reimbursement Rates

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SCHEDULE OF AREA MEETINGS

| Representatives from School Divisions in Supts. Regional Study Group No. | Date | Time | Location | Room |
|---|---|---|---|---|
| 4 | October 30, 1974 | 10:00-12:00 Noon | Fauquier High School 705 Waterloo Road Warrenton, Virginia | Aud. |
| 5 | November 4, 1974 | 10:00-12:00 Noon | Augusta County Valley Vocational School Fishersville, Virginia | (TBA) |
| 6 | November 4, 1974 | 2:30- 4:30 | Roanoke County Ed. Ct. Salem, Virginia | 208 |
| 7 | November 5, 1974 | 10:00-12:00 | Smyth Co. Voc. Center Chilhowie, Virginia | (TBA) |
| 1 | November 7, 1974 | 10:00-12:00 Noon | Richmond Technical Ct. 2020 Westwood Avenue Richmond, Virginia | 237 |
| 3 | November 7, 1974 | 2:30- 4:30 | Essex High School Tappahannock, Virginia | (TBA) |
| 2 | November 8, 1974 | 10:00-12:00 | Norfolk Technical Ct. 1330 Military Highway Norfolk, Virginia | C-5 |

GSO/MC/GWS:mrb

LIST OF STATE SUPERVISORS OF VOCATIONAL EDUCATION
ASSIGNED BY TASK FORCES FOR ASSISTANCE TO LOCALITIES

| | | |
|---|---|---|
| Carl Jorgensen: | Task Force 1 - | Lee, Norton, Scott, Wise |
| | Task Force 2 - | Buchanan, Dickenson, Russell, Tazewell |
| | Task Force 15- | Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, Powhatan, Richmond City |
| Julian Campbell: | Task Force 3 - | Bland, Bristol, Carroll, Fries, Galax, Grayson, Smyth, Washington, Wythe |
| | Task Force 4 - | Floyd, Giles, Montgomery, Pulaski, Radford |
| | Task Force 10- | Albemarle, Charlottesville, Fluvanna, Greene, Louisa, Nelson |
| Thomas Hughes: | Task Force 5 - | Alleghany, Botetourt, Clifton Forge, Covington, Craig, Roanoke County, Roanoke City, Salem |
| | Task Force 12- | Danville, Franklin County, Henry, Martinsville, Patrick, Pittsylvania |
| | Task Force 16- | Caroline, Fredericksburg, King George, Spotsylvania, Stafford |
| George Swartz: | Task Force 6 - | Augusta, Bath, Buena Vista, Harrisonburg, Highland, Lexington, Rockbridge, Rockingham, Staunton, Waynesboro |
| M. M. Gray: | Task Force 7 - | Clarke, Frederick, Page, Shenandoah, Warren, Winchester |
| | Task Force 9 - | Culpeper, Fauquier, Madison, Orange, Rappahannock |
| | Task Force 20- | Chesapeake, Franklin, Isle of Wight, Nansemond, Norfolk, Portsmouth, Southampton, Virginia Beach |
| James Horan: | Task Force 8 - | Alexandria, Arlington, Fairfax County, Fairfax City, Loudoun, Prince William, Falls Church City |
| | Task Force 11- | Amherst, Appomattox, Bedford County, Bedford City, Campbell, Lynchburg |
| | Task Force 13- | Brunswick, Halifax, Mecklenburg, South Boston |
| | Task Force 22- | Accomack, Cape Charles, Northampton |
| Nancye Devier: | Task Force 14- | Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, Prince Edward |
| | Task Force 17- | Colonial Beach, Lancaster, Northumberland, Richmond, Westmoreland |
| | Task Force 18- | Essex, Gloucester, Mathews, Middlesex, King & Queen, King William, West Point |
| Dewey Oakley: | Task Force 19- | Dinwiddie, Greensville, Hopewell, Petersburg, Prince George, Sussex, Surry, Colonial Heights |
| Marguerite Crumley: | Task Force 21- | Hampton, James City-Williamsburg, Newport News, Poquoson, York |

# REGIONAL MEETINGS

## Region I

| | | | |
|---|---|---|---|
| Amelia County | Dinwiddie County | Mecklenburg County | Sussex County |
| Buckingham County | Goochland County | New Kent County | Colonial Heights City |
| Brunswick County | Greensville County | Nottoway County | Emporia City |
| Charles City County | Halifax County | Powhatan County | Hopewell City |
| Charlotte County | Hanover County | Prince Edward County | Petersburg City |
| Chesterfield County | Henrico County | Prince George County | Richmond City |
| Cumberland County | Lunenburg County | Surry County | South Boston City |

## Region II

| | | | |
|---|---|---|---|
| Accomack County | York County | Newport News City | Williamsburg City |
| Isle of Wight County | Chesapeake City | Norfolk City | Cape Charles |
| James City County | Franklin City | Portsmouth City | Poquoson |
| Northampton County | Hampton City | Suffolk City | |
| Southampton County | Nansemond City | Virginia Beach City | |

## Region III

| | | | |
|---|---|---|---|
| Caroline County | King William County | Richmond County | West Point |
| Essex County | Lancaster County | Spotsylvania County | Colonial Beach |
| Gloucester County | Mathews County | Stafford County | |
| King & Queen County | Middlesex County | Westmoreland County | |
| King George County | Northumberland County | Fredericksburg City | |

## Region IV

| | | | |
|---|---|---|---|
| Arlington County | Frederick County | Prince William County | Fairfax City |
| Clarke County | Loudoun County | Rappahannock County | Falls Church City |
| Culpeper County | Madison County | Shenandoah County | Winchester City |
| Fairfax County | Orange County | Warren County | |
| Fauquier County | Page County | Alexandria City | |

## Region V

| | | | |
|---|---|---|---|
| Albemarle County | Campbell County | Rockbridge County | Lexington City |
| Amherst County | Fluvanna County | Rockingham County | Lynchburg City |
| Appomattox County | Greene County | Bedford City | Staunton City |
| Augusta County | Highland County | Buena Vista City | Waynesboro City |
| Bath County | Louisa County | Charlottesville City | |
| Bedford County | Nelson County | Harrisonburg City | |

## Region VI

| | | | |
|---|---|---|---|
| Alleghany County | Giles County | Pulaski County | Martinsville City |
| Botetourt County | Henry County | Roanoke County | Radford City |
| Craig County | Montgomery County | Clifton Forge City | Roanoke City |
| Floyd County | Patrick County | Covington City | Salem City |
| Franklin County | Pittsylvania County | Danville City | |

## Region VII

| | | | |
|---|---|---|---|
| Bland County | Lee County | Washington County | Norton City |
| Buchanan County | Russell County | Wise County | Fries |
| Carroll County | Scott County | Wythe County | |
| Dickenson County | Smyth County | Bristol City | |
| Grayson County | Tazewell County | Galax City | |

VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

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# VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

(PHASE 1)

## INTRODUCTION

VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

The Division of Vocational Education, State Department of Education, has developed a management information system called Vocational Education Management Information System or VEMIS. The system provides information on vocational course offerings, financial and resource (personnel, equipment, instructional materials) requirements, and enrollments in the vocational education programs.

The system consists of three phases. The First Phase deals with vocational education program planning. Information on vocational education program purposes and activities, fiscal budget, resource requirements, and enrollment projections is collected in this phase. The process will facilitate the school divisions' update of the five year plan for vocational educational programs which serves as the basis for the development of two important planning documents: (1) The Annual and Long Range State Plan for the Administration of Vocational Education, and (2) The Five Year School Improvement Plan, SOQ Report Form 9.

The Second Phase is the implementation and operation of the planned vocational education programs. During the second phase, the Vocational Education Reporting System (VERS) collects student enrollment figures of vocational education programs. Information collected through VERS will be used for funding of vocational education programs. Reimbursement for various vocational education activities are made during the second phase.

The Third Phase deals with annual evaluations of vocational education programs. A manual called "Annual Local Evaluation of Vocational and Technical Education" has been developed for this purpose. The manual will aid administrators to identify strengths and weaknesses of the programs. Each school division will submit to the State Division of Vocational Education an evaluation report consisting of strengths and weaknesses of the programs, and planned steps to correct the situations. Information from the third phase will aid school divisions in making necessary plans for vocational education program offerings and in updating the five year plan.

It must be emphasized that the phases are interdependent. They form a cycle, Phase 1 leading to Phase 2; Phase 2 leading to Phase 3; and Phase 3 leading to Phase 1. The First Phase is the starting point of the cycle. A statewide picture of the vocational education program is obtained when a cycle is completed. The information helps not only in completing necessary federal reports, but also suggests specific actions to improve vocational education for coming years.

Attached herewith is a copy of the planning document dealing with Phase 1, Program Planning. The document contains forms and directions for completing the forms.

## PROGRAM PLANNING DOCUMENT

The Program Planning Document consists of three sections. The First Section is the "Five Year Plan for Program Improvement in Vocational Education." Vocational Education goals at State level, objectives and strategies at local division level are listed in the Five Year Plan. The Second Section consists of forms projecting enrollments, equipment needs, adult activities, and other information related to vocational education program offerings. The Third Section deals with the application for reimbursement from the Virginia Vocational Education funds. Detailed instructions for completing forms for each section are given in each appropriate section.

For assistance in completing the forms, contact the Vocational Education Supervisor assigned to your school division for program planning or contact Mr. George Swartz, Supervisor, Local and Regional Planning, Division of Vocational Education, State Department of Education, Richmond, VA 23215. Telephone (804) 770-5483.

Completed forms should be mailed by January 15, 1975, to Mr. George S. Orr, Jr., Director, Vocational Education, State Department of Education, Richmond, VA 23216. Enclose in the mailing:

1. One copy of the "Five Year Plan for Vocational Education," updated 1975-76
2. Two copies of each Schedule No. 1a through 1f
3. One copy of each Schedule 2a through 2f
4. One copy of each Schedule 3(1)a through 3(1)f, and 3(2)a through 3(2)f
5. One copy of Schedule 4
6. Three copies of each Schedule 5 and Schedule 6
7. One copy of Schedule 7
8. Two copies of Schedule 8
9. Two copies of Schedule 9
10. Two copies of Schedule 10.

VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

(PHASE 1)

SECTION 1

FIVE YEAR PLAN FOR PROGRAM IMPROVEMENTS IN VOCATIONAL EDUCATION

# INTRODUCTION AND INSTRUCTIONS FOR SECTION I: FIVE YEAR PLAN FOR PROGRAM IMPROVEMENT IN VOCATIONAL EDUCATION

## Evaluation and Assessment

Assessment is the evaluation or appraisal of the current status of an objective or goal. The evaluation instrument for vocational education, Annual Local Evaluation of Vocational and Technical Education, made available last spring, assisted local school divisions is assessing the major strengths and weaknesses of their programs and in making recommendations for program improvement. This assessment should be reflected in the update of the five year plan through statements of objectives which are based on local needs and through strategies or the action plan. Further assessment of needs in terms of each goal will be necessary to develop a meaningful plan.

## PLANNING

The major purpose for planning by the State Division of Vocational Education and local school divisions is to develop long-range guides for their operation so that resources of time, talent, and money can be utilized to the greatest extent possible in obtaining the goals of vocational education.

Since 1964 school divisions in Virginia have been projecting annual and five year plans for vocational education, each year with more accuracy and sophistication. This year the format for updating the five year plan has been revised and simplified making its use easier and more meaningful. School divisions are encouraged to use this format in updating their five year vocational education plans. The plan format consists of goals, objectives of each goal, and strategies to carry out the objectives. A brief explanation of each area of the format is given below.

### MISSION

The State Division of Vocational Education has adopted the following mission for vocational education program fields:

> The mission of the Division of Vocational Education is through joint effort with local school divisions and other agencies to ensure that all persons will have ready access to vocational education programs..... that are commensurate with their abilities, interests, and educational needs.

### GOALS

In carrying out this mission the Division of Vocational Education has identified five major goals:

GOAL NO. 1 - Enable persons to acquire the skills and knowledge needed for employment in occupations of their choice and for which there are employment opportunties.

GOAL NO. 2 - Enable persons to acquire the competencies needed as consumers of goods and services, for home and family living, and for personal use.

GOAL NO. 3 - Enable persons to become aware of employment opportunities and job requirements for use in making career choices and in determining their educational programs.

GOAL NO. 4 - Enable adults to acquire skills and knowledge needed for initial employment, job employment, job advancement, and/or homemaking.

GOAL NO. 5 - Enable persons to exhibit pride in work well done, confidence in ability to perform, and to develop a realistic self image in relation to work in their chosen vocation.

The mission states the ultimate aim or purpose of the vocational education system, and the system implements this ultimate purpose through a series of activities known as goals. Since vocational education is the joint effort of State and local educational agencies, a school division can adopt, revise, and/or refine any or all of these goals and can develop other goals in addition to these five goals.

OBJECTIVES

The goals are accomplished through activities that are quantifiable, commonly known as objectives. The objectives of the school division should:

1. be related to goals, purposes, and needs
2. be stated in terms of student performance
3. be measurable
4. be localized for the school division
5. specify target dates for attainment

Example 1:

| Goal | Objective |
|---|---|
| Students will acquire skills, mental and manipulative, needed for employment. | By June 30, 1978, 75% of the students graduating from high school will have a job entry skill as determined by the completion of a vocational education program. |

STRATEGIES

Strategies are the means or specific plans which, when carried out, facilitate the attainment of the objectives. Every strategy in the school division plan should state:

1. when it will be done
2. who will do it
3. what will be done
4. how the results will be measured or implementation recognized
5. positive action

In relation to Example 1, page 10, the goal, objective, and strategy might be stated and numbered as follows:

Example 2:

| Goal | Objective | Strategy |
|---|---|---|
| 1. Students will acquire skills, mental and manipulative, needed for employment. | 1.1 By June 30, 1978, 75% of the students graduating from high school will have a job entry skill as determined by the completion of a vocational education program. | 1.1.1 By September, 1975, the following senior intensified programs will be established - farm machinery operator, retail sales, office clerk, caterer helper, and tune-up specialist to enroll 80 seniors. |

## HINTS FOR UPDATING YOUR FIVE YEAR PLAN

### TO DETERMINE NEEDS AND OBJECTIVES

To assess needs in terms of stated goals, consider each goal separately by asking: "In light of this goal, where are we? and where do we want to be? The discrepancy between these two, where you are and where you wish to be, is the basis for determining a real need. This suggests that data collection and research of a kind certainly must be engaged in before real needs may be determined. Once needs have been determined, many alternatives may be reviewed to select the most feasible one to meet the needs identified. After the alternative to be pursued is chosen, then it must be programmed. This involves writing objectives in terms of learning outcomes for students in terms of the identified need and the initial goal.[1]

If your school division participated in the program evaluation field test last spring, you will have already pointed up major program needs and made recommendations for program improvement. These program needs should be stated as objectives with the recommendations for program improvement being stated in strategies in terms of each objective.

### PLANNING PERSONNEL

The annual and five year plan for vocational education should reflect in-put from all areas of the vocational education program and from vocational personnel including students and their parents, teachers, supervisors and administrators; the planning council; and representatives from business and industry. The planning council may appoint a task force for updating the vocational education plan with a group of sub-task forces for each major program field and/or level of instruction. Such participation not only will assure the development of a viable plan, but also will assure broad participation in implementing the plan.

### FORMAT OF THE PLAN

All school divisions are urged to use the prescribed new format for stating their goals, objectives, and strategies. The format and specific directions follow.

1. Dr. W. H. Seawell, Professor of Education, University of Virginia in presentation to Vocational Education State Staff.

SPECIFIC DIRECTIONS

A copy of the new format for listing goals, objectives, and strategies will be found on page 13. Double horizontal lines on the format indicate starting on a new page. The numbering system is as follows: The first number, one digit, refers to the goal number. The second number, two digits, refers to the objective number of the goal. The third number, 3 digits, refers to the strategy number of the objective of the goal. For example, "3.2.4" refers to Goal No. 3, Objective No. 2 of Goal 3, and Strategy No. 4 of the objective. Each goal and its objectives and strategies may be listed on a separate page or pages.

On each page:

1. write the school division name;
2. title it as "Five-Year Plan for Program Improvement in Vocational Education Updated 1975-76;"
3. write the goal number and the goal statement; and
4. under the goal statement draw a table of four columns as shown in the format.

Col. A Local Objectives In Measurable Terms.

Write objectives that have been developed in your school division in light of the goal statement. Number each objective following the numbering system.

Col. B, Col. C, and Col. D Strategies to Meet Local Objectives - Five Year Action Plan

Strategies to accomplish a given objective can be spread over the span of five fiscal years (1975-1980). If a strategy is to be implemented during 1975-76, it will be listed under Column B (1975-76). If a strategy is to be implemented during 1976-77, it will be listed under Column C and so on. Number each strategy following the numbering system as described earlier. The strategies listed under the three columns should account for all strategies pertaining to an objective.

SCHOOL DIVISION _____

FIVE YEAR PLAN FOR
PROGRAM IMPROVEMENT IN VOCATIONAL EDUCATION
UPDATED 1975-76

GOAL NO. 1 - "Enable persons to acquire the skills and knowledge needed for employment in occupations of their choice and for which there are employment opportunities."

| A | B | C | D |
|---|---|---|---|
| Local Objectives In Measurable Terms | Strategies to Meet Local Objectives - Five Year Action Plan | | |
| | 1975-76 | 1976-77 | 1977-1980 |
| 1.1 | 1.1.1 | | 1.1.1 |
| 1.2 | 1.1.2 | 1.1.2 | |
| 1.3 | | 1.1.3 | |
| 1.4 | | | 1.1.4 |
| | Use Additional Numbers as Needed | | |

GOAL NO. 2 - "Enable persons to acquire the competencies needed as consumers of goods and services for home and family living, and for personal use."

| | | | |
|---|---|---|---|
| 2.1 | 2.2.1 | 2.2.1 | |
| 2.2 | 2.2.2 | | 2.2.2 |
| 2.3 | | 2.2.3 | 2.2.3 |
| | Use Additional Numbers as Needed | | |

GOAL NO. 3 - "Enable persons to become aware of employment opportunities and job requirements for use in making career choices and in determining their educational programs."

| | | | |
|---|---|---|---|
| 3.1 | 3.3.1 | 3.3.1 | |
| 3.2 | 3.3.2 | 3.3.2 | 3.3.2 |
| 3.3 | 3.3.3 | | |
| | Use Additional Numbers as Needed | | |

GOAL NO. 4 - "Enable adults to acquire skills and knowledge needed for initial employment, job improvement, job advancement and/or homemaking."

| | | | |
|---|---|---|---|
| 4.1 | 4.4.1 | | |
| 4.2 | | 4.4.2 | 4.4.2 |
| 4.3 | | | 4.4.3 |
| | Use Additional Numbers as Needed | | |

GOAL NO. 5 - "Enable persons to exhibit pride in work well done, confidence in ability to perform and to develop a realistic self-image in relation to work in their chosen vocation."

| | | | |
|---|---|---|---|
| 5.1 | | 5.5.1 | 5.5.1 |
| 5.2 | 5.5.2 | | 5.5.2 |
| 5.3 | | 5.5.3 | 5.5.3 |
| | Use Additional Numbers as Needed | | |

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VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

(PHASE 1)

SECTION 2

ACTIVITIES PROJECTIONS

## INSTRUCTIONS

## SECTION 2: ACTIVITIES PROJECTION

The annual and five year plan of Section 1 is updated more specifically in Section 2. Forms are furnished to make specific projections of activities. The activities include projections of student enrollments, adult activities, equipment and facility needs, special projects and the budget. Projection information is given on ten schedules, numbered "VEMIS - Schedule 1" through VEMIS - Schedule 10". All schedules are completed at the division level. (If the situation warrants, a division can adapt the forms to gather information from each school in the division.) The schedules are color coded for each vocational education service.

| SERVICE | COLOR | FORM NO. VEMIS - SCHEDULE |
|---|---|---|
| Agricultural Education | Blue | 1a, 2a, 3a |
| Business Education | Gold | 1b, 2b, 3b |
| Distributive Education | Buff | 1c, 2c, 3c |
| Home Economics Education | Yellow | 1d, 2d, 3d |
| Industrial Arts | Pink | 1e, 2e, |
| Trade & Industrial & Health (Including Fire Service Training Adult Programs) | Green | 1f, 2f, 3f |
| Central Office (All Services Combined) | White | 4, 5, 6, 7, 8, 9, & 10 |

Each schedule is attached with instructions for completion of the Schedule.

## INSTRUCTIONS FOR SCHEDULE NO. 1a-f

Schedules No. 1a through 1f are used to supply information on vocational education course offerings for regular students. Separate forms are provided for the six vocational education services. The forms are color-coded. Information on the following items will aid completion of the forms.

a. 1974-75 Five Year Plan Update

b. 1974-75 copies of 1a-1f

c. 1974-75 Enrollment data

d. Manpower need projections

e. Student interest survey

f. Recent evaluation or assessment report of vocational education programs.

Completion of Schedules No. 1a-1f:

Col. A - Preprinted course titles with duration of course and indication of "coop." or "non-coop."

Col. B - Preprinted course codes.

Col. C - Continuation, Expanded or New Programs, Number of Schools

C = Continuation. Indicate the number of schools where the course is being offered this year and will continue to be offered next year.

E = Expansion. Where a course is being offered this year in at least one school in your division, indicate the number of additional schools where the course will be offered next year.

N = New Course. If the course is not offered this year in any school in your division, but will be offered the first time next year, indicate the number of schools which will offer the new course. For each new course offering, approval must be obtained by sending in two copies of Schedule 9, "Proposal for New Vocational Education Program," to the State Supervisor of the appropriate vocational education program field.

Col. D - Number Enrolled.
Indicate the number of students who will enroll in the course. Estimate carefully the number of students who will enroll in the course, keeping in mind the maximum number of students in each class and number of student work stations. Base your estimation on current enroll-

ments, assessed student needs, demand for the course, availability of services, and students' projected plans available in the guidance office.

Col. E - Number of Periods Per Class Per Day.
A period is defined as having a minimum of 50 minutes of instruction including reasonable time to change classes. If the period in your school is less than 50 minutes, the following method can be used to compute the number of periods:

Number of periods = Total consecutive minutes of instruction per day ÷ 50. For example, if a class meets three consecutive periods a day, and each period for 40 minutes, the number of periods is computed as follows:

Number of periods = 3 x 40 ÷ 50 = 2.4

The number of class periods for "coop" students is based on the number of periods released from school for on-job training in addition to periods in a related training class in school. The maximum number of periods allowed is 4.

Col. F - Student Periods.
Multiply the figure in Column D by the figure in Column E.
(Student Periods = Figure in Column D x Figure in Column E)

Col. G - Full-Time Equivalent Students.
Divide the figure in Column F by 5.
(FTE = Figure in Column F ÷ 5)

Col. H - Additional Costs per FTE. Preprinted.

Col. I - Additional Funds to School Division.
Multiply the figure in Colum G by the figure in Column H.
(Additional Funds = Figure in Column G x Figure in Coumun H)

Col. J - Projected enrollment 1976-77.
Based upon current enrollments, estimate the number of students to be enrolled in the course during 1976-77. Estimation is made using information on employment opportunities, student demand, and available personnel and facilities.

Col. K - Projected enrollment 1979-80.
Estimate by courses the number of students to be served during the FY1979-80. Consider whether or not the enrollment is expected to grow, remain the same, or decrease; whether or not resources will be available for growth; and trends in student and manpower demand.

Subtotal: Subtotal is calculated for a group of courses.
Subtotals are calculated for Col. C, Col. D, Col. F, Col. G, Col. I, Col. J and Col. K.

Total: Add all the Subtotals.

VEMIS - SCHEDULE NO. 1a



SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS

AGRICULTURAL EDUCATION

| A | | B | C | | | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS | | | | | | | | | | |
| COURSE TITLE | | COURSE CODE | C | E | N | NO. ENROLLED | NO. PERIODS PER CLASS | STUDENT PERIODS D x E | FULLTIME EQUIVALENT STUDENTS F ÷ 5 | ADDIT. COSTS PER FTE | ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | PROJECTED ENROLLMENT 1976-77 | PROJECTED ENROLLMENT 1979-80 |
| Explor. Agric. Grade 6 | 18 Weeks | 8002 | | | | | | | | 75 | | | |
| Explor. Agric. Grade 7 | 18 Weeks | 8003 | | | | | | | | 75 | | | |
| Explor. Agric. Grade 8 | 18 Weeks | 8004 | | | | | | | | 75 | | | |
| | 36 Weeks | 8004 | | | | | | | | 150 | | | |
| SUBTOTAL: | | XXXX | | | | | XXXXX | | | XXXXX | | | |
| Agric. Sc. & Mech. I | | 8006 | | | | | | | | 267 | | | |
| Agric. Sc. & Mech. II | | 8008 | | | | | | | | 267 | | | |
| Agric. Process & Marketing III | Coop. | 8028 | | | | | | | | 267 | | | |
| | Non-Coop | 8028 | | | | | | | | 267 | | | |
| Agric. Process & Marketing IV | Coop. | 8030 | | | | | | | | 267 | | | |
| | Non-Coop | 8030 | | | | | | | | 267 | | | |
| Agric. Process & Marketing V | Coop. | 8032 | | | | | | | | 267 | | | |
| | Non-Coop | 8032 | | | | | | | | 267 | | | |
| Ornamental Horticulture III | Coop | 8034 | | | | | | | | 267 | | | |
| | Non-Coop | 8034 | | | | | | | | 267 | | | |
| Ornamental Horticulture IV | Coop | 8036 | | | | | | | | 267 | | | |
| | Non-Coop | 8036 | | | | | | | | 267 | | | |
| Ornamental Horticulture V | Coop | 8038 | | | | | | | | 267 | | | |
| | Non-Coop | 8038 | | | | | | | | 267 | | | |
| Natural Resources Mgt. III | Coop. | 8040 | | | | | | | | 267 | | | |
| | Non-Coop | 8040 | | | | | | | | 267 | | | |

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VEMIS - SCHEDULE NO. 1a

_____ School Division



| A COURSE TITLE | | B COURSE CODE | C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS C | E | N | D NO. ENROLLED | E NO. PERIODS PER CLASS | F STUDENT PERIODS D x E | G FULLTIME EQUIVALENT STUDENTS F ÷ 5 | H ADDIT. COSTS PER FTE | I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | J PROJECTED ENROLLMENT 1976-77 | K PROJECTED ENROLLMENT 1979-80 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Natural Resources Mgt. IV | Coop. | 8042 | | | | | | | | 267 | | | |
| | Non-Coop. | 8042 | | | | | | | | 267 | | | |
| Natural Resources Mgt. V | Coop. | 8044 | | | | | | | | 267 | | | |
| | Non-Coop. | 8044 | | | | | | | | 267 | | | |
| Agric. Prod. III | Coop. | 8010 | | | | | | | | 267 | | | |
| | Non-Coop. | 8010 | | | | | | | | 267 | | | |
| Agric. Prod. IV | Coop. | 8012 | | | | | | | | 267 | | | |
| | Non-Coop. | 8012 | | | | | | | | 267 | | | |
| Agric. Prod. V | Coop. | 8014 | | | | | | | | 267 | | | |
| | Non-Coop. | 8014 | | | | | | | | 267 | | | |
| Agric. Mach. Serv. III | Coop. | 8016 | | | | | | | | 267 | | | |
| | Non-Coop. | 8016 | | | | | | | | 267 | | | |
| Agric. Mach. Serv. IV | Coop. | 8018 | | | | | | | | 267 | | | |
| | Non-Coop. | 8018 | | | | | | | | 267 | | | |
| Agric. Mach. Serv. V | Coop. | 8020 | | | | | | | | 267 | | | |
| | Non-Coop. | 8020 | | | | | | | | 267 | | | |
| Agric. Bus. III | Coop. | 8022 | | | | | | | | 267 | | | |
| | Non-Coop. | 8022 | | | | | | | | 267 | | | |
| Agric. Bus. IV | Coop. | 8024 | | | | | | | | 267 | | | |
| | Non-Coop. | 8024 | | | | | | | | 267 | | | |
| SUBTOTAL: | | XXXX | | | | | XXXXXX | | | XXXXX | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTALS: | | XXXXXXX | | | | | XXXXXXX | | | XXXXXXXX | | | |

271/272

VEMIS - SCHEDULE NO. 1b



SCHOOL DIVISION

Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS
BUSINESS EDUCATION

| A<br>COURSE TITLE | B<br>COURSE CODE | C<br>CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS<br>C | E | N | D<br>NO. ENROLLED | E<br>NO. PERIODS PER CLASS | F<br>STUDENT PERIODS D x E | G<br>FULLTIME EQUIVALENT STUDENTS F ÷ 5 | H<br>ADDIT. COSTS PER FTE | I<br>ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | J<br>PROJECTED ENROLLMENT 1976-77 | K<br>PROJECTED ENROLLMENT 1979-80 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 18 Weeks | 6109 | | | | | | | | 0 | | | |
| Business Exploration 36 Weeks | 6109 | | | | | | | | 0 | | | |
| General Business - Orientation | 6110 | | | | | | | | 0 | | | |
| SUBTOTAL: | XXXXX | | | | | XXXXXX | | | XXXXXXX | | | |
| | | | | | | | | | | | | |
| Beginning Typewriting | 6151 | | | | | | | | 0 | | | |
| Advanced Typewriting | 6154 | | | | | | | | 96 | | | |
| Beginning Shorthand | 6211 | | | | | | | | 96 | | | |
| Advanced Shorthand | 6215 | | | | | | | | 96 | | | |
| Beginning Bookkeeping | 6311 | | | | | | | | 96 | | | |
| Advanced Bookkeeping | 6315 | | | | | | | | 96 | | | |
| Accounting | 6320 | | | | | | | | 96 | | | |
| Record Keeping I | 6330 | | | | | | | | 96 | | | |
| Record Keeping II | 6332 | | | | | | | | 96 | | | |
| Office & Clerical Practice | 6410 | | | | | | | | 96 | | | |
| Office Procedure, Double Period | 6420 | | | | | | | | 96 | | | |
| Medical Office Procedures | 6730 | | | | | | | | 267 | | | |
| Legal Office Procedures | 6735 | | | | | | | | 267 | | | |
| Reprographics I Block Program | 6660 | | | | | | | | 267 | | | |
| SUBTOTAL: | XXXXX | | | | | XXXXXXX | | | XXXXXXX | | | |
| | | | | | | | | | | | | |

273274

VERIS - SCHEDULE NO. 1 b



_____ School Division

| A COURSE TITLE | | B COURSE CODE | C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS C | E | N | D NO. ENROLLED | E NO. PERIODS PER CLASS | F STUDENT PERIODS D x E | G FULLTIME EQUIVALENT STUDENTS F ÷ 5 | H ADDIT. COSTS PER FTE | I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | J PROJECTED ENROLLMENT 1976-77 | K PROJECTED ENROLLMENT 1979-80 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Coop. | 6670 | | | | | | | | 267 | | | |
| Reprographics II Block Program | Non-Coop. | 6670 | | | | | | | | 267 | | | |
| | Coop. | 6159 | | | | | | | | 246 | | | |
| Clerk Typist I Block Program | Non-Coop. | 6159 | | | | | | | | 246 | | | |
| | Coop. | 6160 | | | | | | | | 246 | | | |
| Clerk Typist II Block Program | Non-Coop. | 6160 | | | | | | | | 246 | | | |
| | Coop. | 6250 | | | | | | | | 246 | | | |
| Stenography I Block Program | Non-Coop. | 6250 | | | | | | | | 246 | | | |
| | Coop. | 6260 | | | | | | | | 245 | | | |
| Stenography II Block Program | Non-Coop. | 6260 | | | | | | | | 246 | | | |
| | Coop. | 6340 | | | | | | | | 246 | | | |
| Clerical Account. I Block Program | Non-Coop. | 6340 | | | | | | | | 246 | | | |
| | Coop. | 6350 | | | | | | | | 246 | | | |
| Clerical Account. II Block Program | Non-Coop. | 6350 | | | | | | | | 246 | | | |
| Vocational Office Training | Coop. | 6500 | | | | | | | | 96 | | | |
| | Coop. | 6640 | | | | | | | | 267 | | | |
| Business Data Proc. I Block Program | Non-Coop. | 6640 | | | | | | | | 267 | | | |
| | Coop. | 6650 | | | | | | | | 267 | | | |
| Business Data Proc. II Block Program | Non-Coop. | 6650 | | | | | | | | 267 | | | |
| SUBTOTAL: | | XXXXX | | | | | XXXXXX | | | XXXXXXX | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTALS: | | XXXXXXX | | | | | XXXXXXX | | | XXXXXXXX | | | |

2751276

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS
DISTRIBUTIVE EDUCATION

| A | B | C | | | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS | | | | | | | | | | |
| COURSE TITLE | COURSE CODE | C | E | N | NO. ENROLLED | NO. PERIODS PER CLASS | STUDENT PERIODS D x E | FULLTIME EQUIVALENT STUDENTS F ÷ 5 | ADDIT. COSTS PER FTE | ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | PROJECTED ENROLLMENT 1976-77 | PROJECTED ENROLLMENT 1979-80 |
| Education for Employ. Grade 7 | 8104 | | | | | | | | 150 | | | |
| Education for Employ. Grade 8 | 8106 | | | | | | | | 150 | | | |
| Education for Employ. Grade 9 | 8108 | | | | | | | | 150 | | | |
| DE I Preparatory Grade 10 | 8110 | | | | | | | | 150 | | | |
| Fashion Merch. Grade 12 | 8144 | | | | | | | | 150 | | | |
| Hotel/Motel Management Grade 12 | 8146 | | | | | | | | 150 | | | |
| SUBTOTAL: | XXXX | | | | | XXXX | | | XXXXXXX | | | |
| | | | | | | | | | | | | |
| DE II Coop Grade 11 | 8120 | | | | | | | | 214 | | | |
| DE III Coop Grade 12 | 8130 | | | | | | | | 214 | | | |
| Petroleum Marketing Grade 12 Coop. | 8148 | | | | | | | | 214 | | | |
| Food Distribution Grade 12 Coop. | 8142 | | | | | | | | 214 | | | |
| SUBTOTAL: | XXXX | | | | | XXXX | | | XXXXXXX | | | |
| | | | | | | | | | | | | |
| Marketing I Grade 11 | 8132 | | | | | | | | 214 | | | |
| Marketing II grade 12 | 8134 | | | | | | | | 214 | | | |
| Senior Marketing Grade 12 | 8136 | | | | | | | | 214 | | | |
| Radio and TV I | 8161 | | | | | | | | 150 | | | |
| SUBTOTAL: | XXXX | | | | | XXXX | | | XXXXXX | | | |
| | | | | | | | | | | | | |
| TOTALS: | XXXX | | | | | XXXXX | | | XXXXXX | | | |

277/278

VEMIS - SCHEDULE NO. 1d

Page 1 of 2

SCHOOL DIVISION

Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS
HOME ECONOMICS EDUCATION

| A | | B | C | | | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE TITLE | | COURSE CODE | CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS C | E | N | NO. ENROLLED | NO. PERIODS PER CLASS | STUDENT PERIODS D x E | FULLTIME EQUIVALENT STUDENTS F ÷ 5 | ADDIT. COSTS PER FTE | ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | PROJECTED ENROLLMENT 1976-77 | PROJECTED ENROLLMENT 1979-80 |
| | 18 Weeks | 8205 | | | | | | | | 75 | | | |
| Homemaking Grade 6 | 36 Weeks | 8208 | | | | | | | | 150 | | | |
| Homemaking Grade 7 | 18 Weeks | 8206 | | | | | | | | 75 | | | |
| Home Ec. - Orientation & Exploration | 36 Weeks | 8221 | | | | | | | | 150 | | | |
| Home Ec. - Orientation - Adapted | 36 Weeks | 8220 | | | | | | | | 150 | | | |
| SUBTOTAL: | | XXXXX | | | | | XXXXXX | | | XXXXXX | | | |
| Homemaking-Family Living (HE V) | | 8270 | | | | | | | | 246 | | | |
| Homemaking I | | 8230 | | | | | | | | 246 | | | |
| Homemaking II | | 8240 | | | | | | | | 246 | | | |
| Homemaking III | | 8250 | | | | | | | | 246 | | | |
| Homemaking IV | | 8260 | | | | | | | | 246 | | | |
| *Clothing I | | 8241 | | | | | | | | 150 | | | |
| *Clothing II | | 8242 | | | | | | | | 150 | | | |
| *Foods I | | 8246 | | | | | | | | 150 | | | |
| *Foods II | | 8247 | | | | | | | | 150 | | | |
| HE - Child Development | 18 Weeks | 8284 | | | | | | | | 123 | | | |
| HE - Clothing Management | 18 Weeks | 8274 | | | | | | | | 123 | | | |
| HE - Consumer Ec.-Home Mgt. | 18 Weeks | 8271 | | | | | | | | 123 | | | |
| HE - Food Management | 18 Weeks | 8273 | | | | | | | | 123 | | | |
| HE - Home Furnishings & Housing | 18 Weeks | 8297 | | | | | | | | 123 | | | |
| HE - Marriage & the Family | 18 Weeks | 8272 | | | | | | | | 123 | | | |
| SUBTOTAL: | | XXXX | | | | | XXXXXX | | | XXXXXXXX | | | |

*Courses approved for specific [illegible]

279/280

VEMIS - SCHEDULE NO. 1d

_____ School Division



| A COURSE TITLE | | B COURSE CODE | C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS C | E | N | D NO. ENROLLED | E NO. PERIODS PER CLASS | F STUDENT PERIODS D x E | G FULLTIME EQUIVALENT STUDENTS F ÷ 5 | H ADDIT. COSTS PER FTE | I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | J PROJECTED ENROLLMENT 1976-77 | K PROJECTED ENROLLMENT 1979-80 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Coop. | 8285 | | | | | | | | 246 | | | |
| HE - Child Care Occupa. I | Non-Coop. | 8285 | | | | | | | | 246 | | | |
| | Coop. | 8286 | | | | | | | | 246 | | | |
| HE - Child Care Occupa. II | Non-Coop. | 8286 | | | | | | | | 246 | | | |
| | Coop. | 8280 | | | | | | | | 246 | | | |
| HE - Clothing Occupa. I | Non-Coop. | 8280 | | | | | | | | 246 | | | |
| | Coop. | 8281 | | | | | | | | 246 | | | |
| HE - Clothing Occupa. II | Non-Coop. | 8281 | | | | | | | | 246 | | | |
| | Coop. | 8275 | | | | | | | | 321 | | | |
| HE - Food Occupa. I | Non-Coop. | 8275 | | | | | | | | 321 | | | |
| | Coop. | 8276 | | | | | | | | 321 | | | |
| HE - Food Occupa. II | Non-Coop. | 8276 | | | | | | | | 321 | | | |
| | Coop. | 8290 | | | | | | | | 246 | | | |
| Home & HE - Inst. Occupa. I | Non-Coop. | 8290 | | | | | | | | 246 | | | |
| | Coop. | 8291 | | | | | | | | 246 | | | |
| Home & HE - Inst. Occupa. II | Non-Coop | 8291 | | | | | | | | 246 | | | |
| | Coop. | 8295 | | | | | | | | 246 | | | |
| Home Furnishings Occupa. I | Non-Coop. | 8295 | | | | | | | | 246 | | | |
| | Coop. | 8296 | | | | | | | | 246 | | | |
| Home Furnishings Occupa. II | Non-Coop. | 8296 | | | | | | | | 246 | | | |
| SUBTOTAL: | | XXXX | | | | | XXXXXXX | | | XXXXXXXX | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTALS: | | XXXXXXX | | | | | XXXXXXX | | | XXXXXXXX | | | |

281/282

VEMIS - SCHEDULE NO. 1e



_____ SCHOOL DIVISION

Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS
INDUSTRIAL ARTS EDUCATION

| A | B | C | | | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE TITLE | COURSE CODE | CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS C | E | N | NO. ENROLLED | NO. PERIODS PER CLASS | STUDENT PERIODS D x E | FULLTIME EQUIVALENT STUDENTS F ÷ 5 | ADDIT. COSTS PER FTE | ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | PROJECTED ENROLLMENT 1976-77 | PROJECTED ENROLLMENT 1979-80 |
| 18 Weeks | 8461 | | | | | | | | 75 | | | |
| Exploring Technology I 36 Weeks | 8461 | | | | | | | | 150 | | | |
| Modern Industry and Technology II | 8462 | | | | | | | | 150 | | | |
| American Industry | 8463 | | | | | | | | 150 | | | |
| The World of Construction I | 8431 | | | | | | | | 150 | | | |
| The World of Manufacturing II | 8425 | | | | | | | | 150 | | | |
| The World of Communications | 8415 | | | | | | | | 150 | | | |
| The World of Transportation | 8445 | | | | | | | | 150 | | | |
| TOTALS: | XXXXXX | | | | | XXXXXXX | | | XXXXXXXX | | | |

283/284

_____ SCHOOL DIVISION

Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS

TRADE & INDUSTRIAL EDUCATION

| A | B | C | | | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS | | | | | | | | | | |
| COURSE TITLE | COURSE CODE | C | E | N | NO. ENROLLED | NO. PERIODS PER CLASS | STUDENT PERIODS D x E | FULLTIME EQUIVALENT STUDENTS F ÷ 5 | ADDIT. COSTS PER FTE | ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | PROJECTED ENROLLMENT 1976-77 | PROJECTED ENROLLMENT 1979-80 |
| Ind. Career Orient. I | 8701 | | | | | | | | 150 | | | |
| Ind. Career Explor. I | 8702 | | | | | | | | 150 | | | |
| Ind. Career Orient. II | 8703 | | | | | | | | 150 | | | |
| Ind. Career Explor. II | 8704 | | | | | | | | 150 | | | |
| SUBTOTAL: | XXXX | | | | | XXXXX | | | XXXXXXX | | | |
| | | | | | | | | | | | | |
| Air Conditioning & Refrig. I | 8503 | | | | | | | | 300 | | | |
| Air Conditioning & Refrig. II | 8504 | | | | | | | | 300 | | | |
| Air Conditioning & Refrig. III | 8505 | | | | | | | | 300 | | | |
| Auto Mechanics I | 8506 | | | | | | | | 321 | | | |
| Auto Mechanics II | 8507 | | | | | | | | 321 | | | |
| Auto Mechanics III | 8508 | | | | | | | | 321 | | | |
| Barbering I | 8509 | | | | | | | | 300 | | | |
| Barbering II | 8510 | | | | | | | | 300 | | | |
| Barbering III | 8511 | | | | | | | | 300 | | | |
| Bricklaying I | 8512 | | | | | | | | 321 | | | |
| Bricklaying II | 8513 | | | | | | | | 321 | | | |
| Bricklaying III | 8514 | | | | | | | | 321 | | | |
| Building Trades I | 8515 | | | | | | | | 321 | | | |
| Building Trades II | 8516 | | | | | | | | 321 | | | |
| Building Trades III | 8517 | | | | | | | | 321 | | | |

285/286

School Division

| A<br>COURSE TITLE | B<br>COURSE CODE | C<br>CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS<br>C | E | N | D<br>NO. ENROLLED | E<br>NO. PERIODS PER CLASS | F<br>STUDENT PERIODS D x E | G<br>FULLTIME EQUIVALENT STUDENTS F ÷ 5 | H<br>ADDIT. COSTS PER FTE | I<br>ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | J<br>PROJECTED ENROLLMENT 1976-77 | K<br>PROJECTED ENROLLMENT 1979-80 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Carpentry-Cabinetmaking I | 8518 | | | | | | | | 321 | | | |
| Carpentry-Cabinetmaking II | 8519 | | | | | | | | 321 | | | |
| Carpentry-Cabinetmaking III | 8520 | | | | | | | | 321 | | | |
| Commercial Foods I | 8521 | | | | | | | | 321 | | | |
| Commercial Foods II | 8522 | | | | | | | | 321 | | | |
| Commercial Foods III | 8523 | | | | | | | | 321 | | | |
| Commercial Sewing I | 8524 | | | | | | | | 300 | | | |
| Commercial Sewing II | 8525 | | | | | | | | 300 | | | |
| Commercial Sewing III | 8526 | | | | | | | | 300 | | | |
| Cosmetology I | 8527 | | | | | | | | 300 | | | |
| Cosmetology II | 8528 | | | | | | | | 300 | | | |
| Cosmetology III | 8529 | | | | | | | | 300 | | | |
| Drafting I | 8530 | | | | | | | | 267 | | | |
| Drafting II | 8531 | | | | | | | | 267 | | | |
| Drafting III | 8532 | | | | | | | | 267 | | | |
| Electricity I | 8533 | | | | | | | | 321 | | | |
| Electricity II | 8534 | | | | | | | | 321 | | | |
| Electricity III | 8535 | | | | | | | | 321 | | | |
| Electronics I | 8536 | | | | | | | | 300 | | | |
| Electronics II | 8537 | | | | | | | | 300 | | | |
| Electronics III | 8538 | | | | | | | | 300 | | | |
| Machine Shop I | 8539 | | | | | | | | 321 | | | |
| Machine Shop II | 8540 | | | | | | | | 321 | | | |
| Machine Shop III | 8541 | | | | | | | | 321 | | | |
| Maintenance and Repair I | 8542 | | | | | | | | 300 | | | |

287/288

VEMIS - SCHEDULE NO. 1f

_____ School Division



| A | B | C | | | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS | | | | | | | | | | |
| COURSE TITLE | COURSE CODE | C | E | N | NO. ENROLLED | NO. PERIODS PER CLASS | STUDENT PERIODS D x E | FULLTIME EQUIVALENT STUDENTS F ÷ 5 | ADDIT. COSTS PER FTE | ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | PROJECTED ENROLLMENT 1976-77 | PROJECTED ENROLLMENT 1979-80 |
| Maintenance and Repair II | 8543 | | | | | | | | 300 | | | |
| Maintenance and Repair III | 8544 | | | | | | | | 300 | | | |
| Metal Trades I | 8548 | | | | | | | | 300 | | | |
| Metal Trades II | 8549 | | | | | | | | 300 | | | |
| Metal Trades III | 8550 | | | | | | | | 300 | | | |
| Plumbing I | 8551 | | | | | | | | 300 | | | |
| Plumbing II | 8552 | | | | | | | | 300 | | | |
| Plumbing III | 8553 | | | | | | | | 300 | | | |
| Power Mechanics I | 8554 | | | | | | | | 321 | | | |
| Power Mechanics II | 8555 | | | | | | | | 321 | | | |
| Power Mechanics III | 8556 | | | | | | | | 321 | | | |
| Commercial Art I | 8570 | | | | | | | | 267 | | | |
| Commercial Art II | 8571 | | | | | | | | 267 | | | |
| Commercial Art III | 8572 | | | | | | | | 267 | | | |
| Ind. Maintenance Mech. I | 8575 | | | | | | | | 321 | | | |
| Ind. Maintenance Mech. II | 8576 | | | | | | | | 321 | | | |
| Ind. Maintenance Mech. III | 8577 | | | | | | | | 321 | | | |
| Mine Machinery Repair I | 8580 | | | | | | | | 321 | | | |
| Mine Machinery Repair II | 8581 | | | | | | | | 321 | | | |
| Mine Machinery Repair III | 8582 | | | | | | | | 321 | | | |
| Printing I | 8660 | | | | | | | | 321 | | | |
| Printing II | 8661 | | | | | | | | 321 | | | |
| Printing III | 8662 | | | | | | | | 321 | | | |
| Sheet Metal I | 8663 | | | | | | | | 321 | | | |
| Sheet Metal II | 8664 | | | | | | | | 321 | | | |

289/290

_____ School Division

| A<br>COURSE TITLE | B<br>COURSE CODE | C<br>CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS<br>C | E | N | D<br>NO. ENROLLED | E<br>NO. PERIODS PER CLASS | F<br>STUDENT PERIODS D x E | G<br>FULLTIME EQUIVALENT STUDENTS F ÷ 5 | H<br>ADDIT. COSTS PER FTE | I<br>ADDITIONAL FUNDS TO SCHOOL DIVISION G x H | J<br>PROJECTED ENROLLMENT 1976-77 | K<br>PROJECTED ENROLLMENT 1979-80 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sheet Metal III | 8665 | | | | | | | | 321 | | | |
| Tailoring I | 8669 | | | | | | | | 267 | | | |
| Tailoring II | 8670 | | | | | | | | 267 | | | |
| Tailoring III | 8671 | | | | | | | | 267 | | | |
| Welding I | 8672 | | | | | | | | 321 | | | |
| Welding II | 8673 | | | | | | | | 321 | | | |
| Welding III | 8674 | | | | | | | | 321 | | | |
| Auto Body Repair I | 8676 | | | | | | | | 321 | | | |
| Auto Body Repair II | 8677 | | | | | | | | 321 | | | |
| Auto Body Repair III | 8678 | | | | | | | | 321 | | | |
| Diesel Mechanics | 8679 | | | | | | | | 321 | | | |
| Ind. Coop. Training I Coop. | 8901 | | | | | | | | 214 | | | |
| Ind Coop. Training II Coop. | 8902 | | | | | | | | 214 | | | |
| SUBTOTAL: | XXXX | | | | | XXXXXXX | | | XXXXXXX | | | |
| | | | | | | | | | | | | |
| Medical Assistants I | 8545 | | | | | | | | 267 | | | |
| Medical Assistants II | 8546 | | | | | | | | 267 | | | |
| Medical Assistants III | 8547 | | | | | | | | 267 | | | |
| Practical Nursing I | 8557 | | | | | | | | 267 | | | |
| Practical Nursing II | 8558 | | | | | | | | 267 | | | |
| Practical Nursing III | 8559 | | | | | | | | 267 | | | |
| Nurses' Aide | 8560 | | | | | | | | 246 | | | |
| Health Assistant Cluster | 8561 | | | | | | | | 246 | | | |
| SUBTOTAL: | XXXX | | | | | XXXXXX | | | XXXXXXX | | | |
| TOTALS: | XXXXX | | | | | XXXXX | | | XXXXXXXX | | | |

291/292

INSTRUCTIONS FOR SCHEDULE NO. 2A-2F

These schedules are used to indicate funds needed to buy equipment with anticipated reimbursement from State/Federal sources. When ready to purchase equipment, an application, as made in the past, should be sent to the proper program field supervisor. The following information is necessary to complete the schedule:

1. The list of approved vocational education programs which is included in this document, and

2. The reimbursement rate for your school division.

The following information would be useful in completing the schedule:

1. Evaluation or assessment report.

2. Prices by the suppliers of equipment.

Col. A - Name of Program.
From the attached list of approved vocational education programs, select and write the names of programs (not courses) that will be offered by your Division for which equipment purchases are planned for 1975-76, 1976-77, or 1979-80. Use appropriate form (color coded) for each program field.

Col. B - Estimated Amount of Equipment Needs. Reimbursement at ____%, 1975-76
Find the rate of reimbursement for your school division from the list of reimbursement rates. Fill in the blank with the rate.

Total: Estimate the total amount needed to buy equipment for each program during 1975-76.

Reimbursement: Multiply the total amount by your present reimbursement percentage rate.

Total Amount x Reimbursement Rate = Reimbursement

(This is the amount your school division is eligible to receive from vocational education funds if funds are approvable and available. It is possible that for any one school division the reimbursement rate may change from one year to another dependent upon the Control Factors for figuring reimbursement rates.)

Col. C - Estimated Amount Equipment Needs. Reimbursement at ____% 1976-77
Follow the instruction given for Column B. Estimate the amount for 1976-77.

Col. D - Estimated Amount Equipment Needs. Reimbursement at ____% 1979-80
Follow the instructions given for Column B. Estimate the amount for 1979-80.

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ESTIMATED AMOUNT FOR AGRICULTURE EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS

| A | B | | C | | D | |
|---|---|---|---|---|---|---|
| | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT___% 1975-76 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT___% 1976-77 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT___% 1979-80 | |
| NAME OF PROGRAM | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. |
| | $ | $ | $ | $ | $ | $ |
| TOTALS | $ | $ | $ | $ | $ | $ |

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ESTIMATED AMOUNT FOR BUSINESS EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS

| A | B | | C | | D | |
|---|---|---|---|---|---|---|
| | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1975-76 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1976-77 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___ 1979-80 | |
| NAME OF PROGRAM | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. |
| | $ | $ | $ | $ | $ | $ |
| TOTALS | $ | $ | $ | $ | $ | $ |

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ESTIMATED AMOUNT FOR DISTRIBUTIVE EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS

| A | B | | C | | D | |
|---|---|---|---|---|---|---|
| | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1975-76 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1976-77 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1979-80 | |
| NAME OF PROGRAM | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. |
| | $ | $ | $ | $ | $ | $ |
| TOTALS | $ | $ | $ | $ | $ | $ |

VEMIS - SCHEDULE NO. 2D

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ESTIMATED AMOUNT FOR HOME EC. EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS

| A | B | | C | | D | |
|---|---|---|---|---|---|---|
| | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1975-76 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1976-77 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___ 1979-80 | |
| NAME OF PROGRAM | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. |
| | $ | $ | $ | $ | $ | $ |
| TOTALS | $ | $ | $ | $ | $ | $ |

SCHOOL DIVISION_____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ESTIMATED AMOUNT FOR IND. ARTS EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS

| A | B | | C | | D | |
|---|---|---|---|---|---|---|
| | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT___% 1975-76 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT___% 1976-77 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT___ 1979-80 | |
| NAME OF PROGRAM | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. |
| | $ | $ | $ | $ | $ | $ |
| TOTALS | $ | $ | $ | $ | $ | $ |

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ESTIMATED AMOUNT FOR T & I EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS

| A | B | | C | | D | |
|---|---|---|---|---|---|---|
| | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1975-76 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1976-77 | | ESTIMATED AMOUNT EQUIPMENT NEEDS REIMBURSEMENT AT ___% 1979-80 | |
| NAME OF PROGRAM | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. | TOTAL | REIMBURSE. |
| | $ | $ | $ | $ | $ | $ |
| TOTALS | $ | $ | $ | $ | $ | $ |

INSTRUCTIONS FOR SCHEDULE NO. 3(1)a - 3(1)f

Schedule 3(1) is used for indicating funds needed for reimbursement of adult education programs. Schedule 3(2) is used for adult supplements. The following information would be helpful in completing the schedules.

a. List of current adult classes

b. Evaluation or assessment report of adult programs.

NOTE: Schedule 3(1)e is missing since Industrial Arts Adult Classes are not eligible for reimbursement with Vocational funds.

Schedule 3(1)a - 3(1)f Part-time Adult Program Estimated Enrollment and Cost

Col. A - Type of Program.
Three types of programs: Regular, Disadvantaged, and Handicapped. Under each type, list the general areas* that are planned to be offered during 1975-76.

Col. B - P, S, or A.
Write P for Preparatory, S for Supplementary, or A for Apprenticeship.

Col. C - Estimated Enrollment.
Estimate the total number of students of the type in Col. A, who would take the adult program.

Col. D - Number of Classes.
*Group classes according to the length of class in clock hours. Give the total number of classes.

Col. E - Hours Per Class.
Duration of a class in clock hours.

Col. F - Total Class Hours.
Multiply figures in Column D by Column E.

Col. G - Average Instructional Cost Per Hour.
Calculate per hour average wage paid to the instructors of the course.

Col. H - Total Cost.
Multiply the figure in the Column F by the figure in Column G.

Col. I - Use the reimbursement rate for your school division from the list of reimbursement rates. School divisions having apprentice centers and/or fire service training will be reimbursed at 100% of the instructional costs.

Col. J - Total Reimbursement.
Multiply the figure in Column F by the figure in Column I.

Col. K - Enrollment Projection.
Project enrollments in adult education programs for 1976-77 and 1979-80.

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23215

PART-TIME ADULT PROGRAM ESTIMATED ENROLLMENT AND COST

## AGRICULTURAL EDUCATION

| A | B | C | D | E | F | G | H | I | J | K | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Program | P S A | Estimated Enrollment 75-76 | No. Classes | Hrs. Per Class | Total Class Hrs. (D x E) | Avg. Inst. Cost Per Hr. | Total Cost (F x G) | Reimbursement Rate Per Hr. (Up to $12 Per Hr. @ _____ % | Total Reimbursement (F x I) | Enrollment Projection 76-77 | 79-80 |
| Regular | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Disadvantaged | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Handicapped | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | |

301/302

VEMIS - SCHEDULE NO. 3(1) b

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PART-TIME ADULT PROGRAM ESTIMATED ENROLLMENT AND COST

BUSINESS EDUCATION

| A<br>Type of Program | B<br>P<br>S<br>A | C<br>Estimated Enrollment 75-76 | D<br>No. Classes | E<br>Hrs. Per Class | F<br>Total Class Hrs. (D x E) | G<br>Avg. Inst. Cost Per Hr. | H<br>Total Cost (F x G) | I<br>Reimbursement Rate Per Hr. (Up to $12 Per Hr. @ _____ % | J<br>Total Reimbursement (F x I) | K<br>Enrollment Projection 76-77 | 79-80 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Regular | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Disadvantaged | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Handicapped | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | |

303/304

VEMIS - SCHEDULE NO. 3(1) c

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PART-TIME ADULT PROGRAM ESTIMATED ENROLLMENT AND COST

DISTRIBUTIVE EDUCATION

| A | B | C | D | E | F | G | H | I | J | K | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Program | P S A | Estimated Enrollment 75-76 | No. Classes | Hrs. Per Class | Total Class Hrs. (D x E) | Avg. Inst. Cost Per Hr. | Total Cost (F x G) | Reimbursement Rate Per Hr. (Up to $12 Per Hr. @ ____ % | Total Reimbursement (F x I) | Enrollment Projection 76-77 | 79-80 |
| Regular | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Disadvantaged | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Handicapped | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | |

305/306

VEMIS - SCHEDULE NO. 3(1) d

SCHOOL DIVISION_____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PART-TIME ADULT PROGRAM ESTIMATED ENROLLMENT AND COST

HOME ECONOMICS EDUCATION

| A<br>Type of Program | B<br>P S A | C<br>Estimated Enrollment 75-76 | D<br>No. Classes | E<br>Hrs. Per Class | F<br>Total Class Hrs. (D x E) | G<br>Avg. Inst. Cost Per Hr. | H<br>Total Cost (F x G) | I<br>Reimbursement Rate Per Hr. (Up to $12 Per Hr. @ ____ % | J<br>Total Reimbursement (F x I) | K<br>Enrollment Projection | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 76-77 | 79-80 |
| Regular | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Disadvantaged | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Handicapped | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | |

307/308

VEMIS - SCHEDULE NO. 3(1) f

SCHOOL DIVISION_____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PART-TIME ADULT PROGRAM ESTIMATED ENROLLMENT AND COST

TRADE AND INDUSTRIAL EDUCATION

| A | B | C | D | E | F | G | H | I | J | K | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Program | P S A | Estimated Enrollment 75-76 | No. Classes | Hrs. Per Class | Total Class Hrs. (D x E) | Avg. Inst. Cost Per Hr. | Total Cost (F x G) | Reimbursement Rate Per Hr. (Up to $12 Per Hr. @ ____ %) | Total Reimbursement (F x I) | Enrollment Projection 76-77 | 79-80 |
| Regular | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Disadvantaged | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| Handicapped | | | | | | | | | | | |
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| Subtotal: | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | |

309/310

SCHEDULE 3(2)a - 3(2)f - ADULT SUPPLEMENT

Adult Supplement - A supplement to the basic salary of a teacher in the day school program who during after school hours and on a regular basis initiates and organizes adult classes, provides instructional material, secures and aids the adult instructor, and supervises adult enrollees' on-the-job activities. Such teachers may be employed for 60, 120, or 180 hours of adult activity, depending upon the needs of the program. There can be no deviation from the time units of 60, 120, or 180 hours. The total supplement must be added to the teacher's basic salary.

Col. A - Hours.
Adult supplement hours preprinted.

Col. B - Number of Teachers.
Fill in the number of teachers on adult supplement.

Col. C - Wage Per Hour (Per Teacher.)
Indicate the wage rate per hour per teacher.

Col. D - Total Cost.
Multiply figures in Column A, Column B, and Column C.

Col. E - Reimbursement Requested.
Figure reimbursement for the adult supplement at the reimbursement rate for your school division from the list of reimbursement rates multiplied by the hourly rate up to a maximum of $8. (The hourly rate is 2/3 of the hourly wage for adult instructors up to a maximum of $12. The adult instructor is paid at the higher rate to cover actual class hours and out-of-class preparation.)

Rate of Reimbursement x Hourly Wage = Reimbursement

NOTE: Schedule 3(2)e is missing since Adult Supplements do not apply to Industrial Arts instructors.

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)

AGRICULTURAL EDUCATION

| Hours A | Number of Teachers B | Wage Per Hour C | Total Cost D AxBxC | Reimbursement Requested _____% up to $8 an hour E |
|---|---|---|---|---|
| 60 | | | | |
| 120 | | | | |
| 180 | | | | |
| | | TOTAL | | |

SCHOOL DIVISION_____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)
BUSINESS EDUCATION

| Hours A | Number of Teachers B | Wage Per Hour C | Total Cost D AxBxC | Reimbursement Requested _____% up to $8 an hour E |
|---|---|---|---|---|
| 60 | | | | |
| 120 | | | | |
| 180 | | | | |
| | | TOTAL | | |

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)

DISTRIBUTIVE EDUCATION

| Hours A | Number of Teachers B | Wage Per Hour C | Total Cost D AxBxC | Reimbursement Requested ____% up to $8 an hour E |
|---|---|---|---|---|
| 60 | | | | |
| 120 | | | | |
| 180 | | | | |
| | | TOTAL | | |

SCHOOL DIVISION_____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)

HOME ECONOMICS EDUCATION

| Hours A | Number of Teachers B | Wage Per Hour C | Total Cost D AxBxC | Reimbursement Requested _____% up to $8 an hour E |
|---|---|---|---|---|
| 60 | | | | |
| 120 | | | | |
| 180 | | | | |
| | | TOTAL | | |

SCHOOL DIVISION_____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)

TRADE AND INDUSTRIAL EDUCATION

| Hours A | Number of Teachers B | Wage Per Hour C | Total Cost D AxBxC | Reimbursement Requested _____% up to $8 an hour E |
|---|---|---|---|---|
| 60 | | | | |
| 120 | | | | |
| 180 | | | | |
| | | TOTAL | | |

INSTRUCTIONS FOR SCHEDULE 4

This schedule is used for projecting the number of personnel who will be employed in vocational education programs in your school division.

Col. A - Personnel Preprinted.

Col. B - Number of Persons Employed.
Project number of persons to be employed on a 10 month, 11 month, or 12 month basis. Indicate the total. Project total number of teachers including teachers of regular programs and teachers of special projects.

Col. C - Projected Number to be Employed.
Estimate personnel needs of each category in Column A two years from now and five years from now.

Total each column.

VEMIS - SCHEDULE NO. 4 SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

SECONDARY
VOCATIONAL EDUCATION PERSONNEL

| A<br>Personnel | B<br>No. Persons Employed 1975-76 | | | | C<br>Projected No. To Be Employed | |
|---|---|---|---|---|---|---|
| | 10 Mos. | 11 Mos. | 12 Mos. | Total | 1976-77 | 1979-80 |
| 1. Director, Vocational Education | | | | | | |
| 2. Program Field Supervisors | | | | | | |
| Agriculture---------- | | | | | | |
| Business---------- | | | | | | |
| Distribution---------- | | | | | | |
| Home Economics---------- | | | | | | |
| Industrial Arts---------- | | | | | | |
| Trade & Industrial------- | | | | | | |
| Health---------- | | | | | | |
| 3. Principal, Vocational Center | | | | | | |
| 4. Assistant Principal, Vocational Center | | | | | | |
| 5. Teachers | | | | | | |
| Agriculture | | | | | | |
| Business | | | | | | |
| Distribution | | | | | | |
| Home Economics | | | | | | |
| *Industrial Arts | | XXXXX | XXXXX | | | |
| Trade & Industrial | | | | | | |
| Health | | | | | | |
| 6. Other Personnel (List) | | | | | | |
| _____ | | | | | | |
| _____ | | | | | | |
| _____ | | | | | | |
| Total Personnel | | | | | | |

*Reimbursement is not available for extended contracts for Industrial Arts

INSTRUCTIONS FOR SCHEDULE NO. 5

Page 1

1. Submit 3 copies of each application. Apply for each program or project on a separate application.

2. Check the vocational program field for which training is given. (Check only one)

3. Fill in name of school division.

4. Check type of program or project as defined below:

   Disadvantaged: A vocational program or project especially designed for disadvantaged students. Disadvantaged students are defined as those who because of their disadvantagement, academic, economic, social, or cultural, cannot succeed in a regular vocational program and become employable. (Mentally or emotionally handicapped students are not included in this group.) "Part B" and "102.b" refer to the sources of funds. Be sure to indicate accurately source of funding from your current approval.

   Handicapped: A vocational program or project especially designed for students with physical, mental, or emotional handicaps who because of their handicapping condition cannot become employable through regular vocational programs.

   Exemplary: Especially designed vocational program or projects which apply research findings to curriculum problems resulting in programs which can serve as models for other teachers, schools, and divisions.

   Cooperative, Part G: Cooperative education programs designed for the unmet needs for cooperative education for students who want training in occupations not covered in the present school program, for the gifted, or for the disadvantaged. Cooperative education programs especially designed for disadvantaged students who because of their disadvantagement are difficult to place in on-the-job training programs. To enable placement, employers who understand the program and who are willing to cooperate with the school in training these students are identified before the program is funded. "Part G" refers to source of funding. "Part G" does not refer to regular COE, ICT, D.E., etc. cooperative programs.

   (Programs for the disadvantaged are funded through Part B and Section 102(B) of the Vocational Education Act. 102(b) programs and Cooperative, Part G, programs are targeted to divisions with a dropout rate above the State dropout rate for the previous year.)

5. Write the title of the project with the course titles and codes used to report students enrolled.

6. Write in "fiscal year" and "amount of aid requested" taken from total of Columns C & D, Page 56, Schedule No. 5.

7. The application must be signed by the Division Superintendent or an official approved by the Assistant State Superintendent for Finance.

8. Fill in date of Application.

Page 55 Schedule 5

Item I Fill in information about supervisor as indicated.

Item II Col. A - Give the course code assigned to the special class.

Col. B - Give the number to be enrolled in each class.

Col. C - Give the number of classes in each course code.

Col. D - Give the number of periods per class.

Projected enrollment - Estimate the enrollment projected for 1976-77 and 1979-80 for each course code.

Item III Col. 1 - Space is provided for information on as many as 12 instructors, add a second page if there are more than 12 instructors in the project.

Col. 2 - Give the percentage of time involved in the project for each instructor.

Col. 3 - Check proper column for length of employment period.

Col. 4 - Project the annual salary for each instructor for 1975-76.

Col. 5 - Using the reimbursement basis at the bottom of Page 55. complete Column 5 for each instructor; then total the column.

Col. 6 - Total travel approved if travel is part of project. (For the purpose of this project report travel only for the purpose of coordinating training of students in cooperative on-the-job programs.)

Page 56 Schedule 5

Item IV Estimated expenditures.

1. Salaries - Column A & B carry forward from Item III, Page 55.
   Column C - Multiply Column B by the rate of reimbursement for your school division from the list of reimbursement rates.
   Column D - Self Explanatory

2. Travel - Column A - Carry forward from Item III, Page 55.

3a. Instructional Materials

Column A - Use total cost figure. (Complete itemized list is to be furnished later on equipment application form, for approval by the Supervisor in charge of the program field.)

Column C - Use rate of reimbursement for your school division from list of reimbursement rates.

3b. Equipment

Column A
Column C Same as instructions in 3a above.

Page 57 Schedule 5

Self Explanatory.

VEMIS - SCHEDULE NO. 5
Submit 3 Copies



Division of Vocational Education
State Department of Education
Richmond, Va. 23216

APPLICATION FOR CONTINUATION OF SPECIAL VOCATIONAL EDUCATION PROGRAMS AND PROJECTS

(Check One)

_____Agriculture
_____Business
_____Distribution
_____Home Ec.
_____Consumer Homemaking

_____Industrial Arts
_____Trade & Industrial
_____Combination
List _____
_____

The _____ hereby requests
(Name of College, County or City School Division)

approval of this program or project:

_____Disadvantaged - 102.b
_____Disadvantaged, Part B
_____Handicapped
_____Exemplary
_____Cooperative, Part G

and financial assistance as described in this application.

Title of Project: _____

_____

_____

Amount of aid requested for fiscal year ending June 30, 19___ $_____

Signed _____ Title _____
Superintendent or Designated Official

Date _____

DO NOT WRITE BELOW THESE LINES

_____

_____

The application is approved for reimbursement not to exceed $_____

for fiscal year ending June 30, 19___.

Date _____ Signed _____

Title _____

VEMIS - SCHEDULE NO. 5

I. This project will be under the supervision of:

Name_____

Title_____

Address_____

Phone_____

II. Number of students to be served by this program:

| Course Code A | Number Enrolled B | Number of Classes C | No. Periods Per Class D | Projected Enrollment 1976-77 | Projected Enrollment 1979-80 |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| XXX | | XXXX | XXXXX | | |

III. Schedule of Proposed Salaries

| 1 Teacher No. | 2 % Time This Program | 3 To Be Employed For: (Check) 10 Mos. | 11 Mos. | 12 Mos. | 4 Total Annual Salary | 5 Amount of Annual Salary Applicable To Reimbursement* | 6 Travel |
|---|---|---|---|---|---|---|---|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| TOTALS | XXXXXXX | XXXXXXXX | XXXXXXXX | XXXXXXXXX | | | |

*Reimbursement Based on Salary up to State Maximums for 1975-76 as Follows:

10 Mos. - $10,528; 11 Mos. - $11,581; 12 Mos. - $12,634

IV. Estimated Expenditure for 1975-76

| | Total Cost A | Total Applicable to Reimbursement B | Amount of Reimbursement at ____% of Col. B C | Fixed Charges at 10% Rate of Col. C D |
|---|---|---|---|---|
| 1. Salaries Totals Forwarded from Item III | | | | |
| 2. Travel | | XXXXXXXXXXXXXX | | XXXXXXXXXXXXXXX |
| SUBTOTAL (1+2) | | | | XXXXXXXXXXXXXXX |
| | Total Cost | Total Applicable to Reimbursement | Amount of Reimbursement at ____% of Col. A | XXXXXXXXXXXXXXX |
| *3a. Instructional Materials | | XXXXXXXXXXXX | | XXXXXXXXXXXXXXX |
| *b. Equipment | | XXXXXXXXXXXX | | XXXXXXXXXXXXXXX |
| SUBTOTAL (3a+b) | | XXXXXXXXXXXX | | XXXXXXXXXXXXXXX |
| TOTAL | | | | |

*Reimbursement depends upon availability of funds

VEMIS - SCHEDULE NO. 5
(Continuing Projects Only)

Addendum:

Describe and justify major revisions in the project from the previous year.

Assurances:

Restate assurances regarding participation of students in non-profit private school and non-commingling of Federal funds with State and local sources.

Instructions for Schedule No. 6

Page 1

Follow instructions given for Page 1, Schedule No. 5.

Page 2

Follow instructions given for Page 2, Schedule No. 5.

Page 3

Follow instructions given for Page 3, Schedule No. 5.

Page 4

This is an outline to follow in writing a proposal for a new project.

Page 5

Assurances as stated must be included with the proposal.

VEMIS - SCHEDULE NO. 6
Submit 3 Copies

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

APPLICATION FOR NEW SPECIAL VOCATIONAL EDUCATION PROGRAMS AND PROJECTS

(Check One)

_____Agriculture
_____Business
_____Distribution
_____Home Ec.
_____Consumer Homemaking (Disadvantaged)

_____Industrial Arts
_____Trade & Industrial
_____Combination
List _____
_____

The _____ hereby requests
(Name of College, County or City School Division)

approval of this program or project:

_____Disadvantaged - 102.b
_____Disadvantaged, Part B
_____Handicapped
_____Exemplary
_____Cooperative, Part G

and financial assistance as described in this application.

Title of Project: _____

_____

_____

Amount of aid requested for fiscal year ending June 30, 19____ $_____

Signed _____ Title _____
Superintendent or Designated Official

Date _____

DO NOT WRITE BELOW THESE LINES

The application is approved for reimbursement not to exceed $_____

for fiscal year ending June 30, 19____.

Date _____ Signed _____

Title _____

VEMIS - SCHEDULE NO. 6

I. This project will be under the supervision of:

Name_____

Title_____

Address_____

Phone_____

II. Number of students to be served by this program:

| Course Code A | Number Enrolled B | Number of Classes C | No. Periods Per Class D | Projected Enrollment 1975-76 | Projected Enrollment 1979-80 |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| XXX | | XXXX | XXXXX | | |

III. Schedule of Proposed Salaries

| 1 Teacher No. | 2 % Time This Program | 3 To Be Employed For: (Check) 10 Mos. | 11 Mos. | 12 Mos. | 4 Total Annual Salary | 5 Amount of Annual Salary Applicable To Reimbursement* | 6 Travel |
|---|---|---|---|---|---|---|---|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| TOTALS | XXXXXXX | XXXXXXXX | XXXXXXXX | XXXXXXXXX | | | |

*Reimbursement Based on Salary up to State Maximums for 1975-76 as Follows:

10 Mos. - $10,528; 11 Mos. - $11,581; 12 Mos. - $12,634

IV. Estimated Expenditure for 1975-76

| | Total Cost A | Total Applicable to Reimbursement B | Amount of Reimbursement at ____% of Col. B C | Fixed Charges at 10% Rate of Col. C D |
|---|---|---|---|---|
| 1. Salaries Totals Forwarded from Item III | | | | |
| 2. Travel | | XXXXXXXXXXXXX | | XXXXXXXXXXXXXX |
| SUBTOTAL (1+2) | | | | XXXXXXXXXXXXXX |
| | Total Cost | Total Applicable to Reimbursement | Amount of Reimbursement at ____% of Col. A | XXXXXXXXXXXXXX |
| *3a. Instructional Materials | | XXXXXXXXXXXX | | XXXXXXXXXXXXXXX |
| * b. Equipment | | XXXXXXXXXXXX | | XXXXXXXXXXXXXXX |
| SUBTOTAL (3a+b) | | XXXXXXXXXXXX | | XXXXXXXXXXXXXXX |
| TOTAL | | | | |

*Reimbursement depends upon availability of funds

PROGRAM OR PROJECT PROPOSAL

Describe the proposed program or project in narrative form following the outline below:

I. Title of Project

II. Statement of the Problem

III. Related Research or Background Information

IV. Brief Description of Project

V. Objectives

VI. Procedures (Describe in detail)

VII. Chronological Time Schedule

VIII. Qualifications of Professional Personnel that will be Involved

IX. Plan for Evaluation of Procedures Used and of Project

X. Plan for Dissemination of the Results of This Project

XI. Explanation of How the School Division Plans to Carry On the Project After its Initial Funding

XII. Assurances Related to Participation of Students in Non-profit Private Schools and Non-commingling of Funds

(See Reverse Side)

Assurance

Participating of Students in Nonprofit Private Schools. Each application for a special program of vocational education shall include assurance that, to extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or project is designed to meet, provision will be made for the participation of such students.

Such assurance shall include:

(a) a description of the manner in which determination was made of the need for participation of students in non-profit private schools;

(b) a description of arrangements for their participation and copies of agreements between the local educational agency and the nonprofit private school;

(c) a description of measures to be taken to assure that such participation will be geniune and meaningful;

(d) provisions for assuring proper supervision and evaluation of such participation;

(e) provisions that service for students in nonprofit private schools will be under public control and direction;

(f) provisions that no expenditure of federal funds will be used for private school construction, equipment, (except mobile or portable), or for salaries of personnel for regular duties;

(g) provisions that forming classes that are separated by school enrollments or religious affiliation will be avoided.

Assurance

Non-Commingling of Funds. In accordance with established auditing procedures each school division receiving funds for a special program of vocational education shall assure that accounting methods will be used which will assure that each expenditure of federal funds made available can be separately identified as such and will not be commingled with state or local funds.

INSTRUCTIONS FOR SCHEDULE 7

This schedule is used for construction of new facilities. Do not use this form for facilities already under construction.

Col. A - Type of Facility-Preprinted.
If the facility will be shared by more than one school division, names of the school divisions sharing the facility should be listed.

Col. B - Student Capacity.
Estimate the number of students who would use the facility after its completion. Estimation is based on the space requirements for laboratories, equipment, and program standards.

Col. C - Starting Date.
Indicate the month and year of starting the construction if funds become available.

Col. D - Completion Date.
Write in the month and year of the proposed completion date.

Col. E - Estimated Cost of Construction.
Estimate the cost for constructing the building. Do not include equipment cost.

NOTE: At the bottom of the Schedule 7(1) indicate if application for vocational funds will or will not be made.

Use of Facility

Col. 1 - Vocational Education Service-Preprinted.

Col. 2 - Programs to be Offered.
List the programs of vocational education service that will be offered in the new facility.

Col. 3 - Initial Equipment Cost.
Estimate amount of money that will be used for buying equipment to furnish the laboratories.

SCHOOL DIVISION _____

## PROJECTED CONSTRUCTION OF VOCATIONAL EDUCATION FACILITIES

The above mentioned school division plans to construct a new vocational education facility within the next fiscal year. The description, cost, construction starting and completion dates are given below:

| A<br>Type of Facility | B<br>Student Capacity | C<br>Starting Date | | D<br>Completion Date | | E<br>Estimated Cost of Bldg. |
|---|---|---|---|---|---|---|
| | | Month | Year | Month | Year | |
| 1. Addition to existing facility | | | | | | |
| 2. Dept. of new school | | | | | | |
| 3. *Voc. Ed. Center | | | | | | |

* List the name of the divisions sharing the facility

1. _____

2. _____

3. _____

Circle one:

Application will/will not be made for assistance from Voc. Ed. funds.

## USE OF THE FACILITY

| 1<br>Voc. Ed. Service | 2<br>List Programs To Be Offered | 3<br>Initial Equipment Cost |
|---|---|---|
| Ag. Education | | |
| Bus. Education | | |
| Distributive Education | | |
| Home Economics | | |
| Industrial Arts | | |
| Trade & Industrial | | |

NOTE: If there is insufficient space in Columns 2 and 3 for all proposed programs in an occupational field, use an attachment.

# INSTRUCTIONS FOR SCHEDULE 8

Schedule 8 is the budget summary for the 1975-76 year. It contains two parts, Part I - Anticipated Revenues, and Part II - Anticipated Expenditures. It is suggested that the second part should be completed first.

## Completing Part II

### Anticipated Expenditures

Item 1 - Salaries.
Col. A: Different types of personnel are listed. Referring to the information given on Schedule 4, estimate the total salaries for each type of personnel.

Item 1d- Teachers of Vocational Courses.
Exclude teachers of special projects or portions of teachers' salaries reimbursed through special projects.

Col. B: Total the salaries Items 1a through Item 1e.

Item 2 - Instructional Materials.
Based on experience and last year's expenditure, estimate the amount needed for instructional materials (including consumable supplies) for the five vocational service areas. Total in Column B.

Item 3 - Travel.
Estimate the amount needed for travel by teacher coordinators and other personnel. Write in the total in Column B. DO NOT include travel in Schedules 5 and 6.

Item 4 - Maintenance of Equipment.
Indicate the amount needed to keep equipment in good working order.

Item 5 - Extended Contracts.
Referring to Item 5 of Schedule 4, estimate the amount needed to pay for 11th and 12th month salaries for teachers. DO NOT include application for extended contracts on Schedules 5 and 6 for full time personnel. Part-time personnel should be included.

Item 6 - Special Programs and Projects.
Use the information given on Schedule 5 and Schedule 6 to estimate the amount. Total the amount in Column B.

Item 7 - Adult Vocational Education.
Schedule 3(1) and Schedule 3(2) contain information that can be used estimating the amount needed for the Adult Education activities. Total the amounts in Column B.

Item 8 - Equipment.
Using the information given on Schedule 2, (Column B, Total) estimate the amount needed to purchase equipment.

Item 9 - Construction.
Write in the construction cost for 1975-76 on projects already approved by the Division of Vocational Education.

Item 10 - Optional, Other (List).
Include items (non-reimbursed) which reflect local cost for vocational education such as operational costs of centers.

Total the amount of the ten items. This total will be used in calculating local funds in Part I.

Completing Part I

Anticipated Revenues

Item 1 - Additional Cost for Vocational Education.
Use the total figures given under Column 1 of Schedules 1a through 1f to complete this item. Total in Column B.

Item 2 - Reimbursement on Salaries for Supervisory Personnel (Approved Local Directors, Program Field Supervisors and Principals of Vocational Education Centers.)
To calculate revenues from Vocational Education funds towards salaries, multiply your 1975-76 reimbursement rate by the salary up to the following maximums: 10 months, $10,528; 11 months, $11,581; 12 months, $12,634.

Item 3 - Categorical Funds.

a. Adult. Use the figure under Column J of Schedule 3(1) and Column E of Schedule 3(2).
b. Travel. Using last year's revenue from Vocational Education funds, estimate this year's revenue. DO NOT include travel revenue on Schedules 5 and 6.
c. Extended Contracts. Estimate the income for personnel on Sched. 4 excluding amounts claimed on Schedules 5 and 6. Figure as follows: For the 11th month - your reimbursement rate multiplied by the monthly salary up to $1,053. For the 11th and 12th months - your reimbursement rate multiplied by $2,105.
d. Special Programs or Projects. Use the reimbursed figures on Schedule 5 and Schedule 6.
e. Equipment. Use figure given under Column B (Reimbursed) of Schedule 2.
f. Construction. Give the amount of reimbursement already approved by the Division of Vocational Education.
g. Work Study. Use the information given on your current special application form for Work Study. If requesting Work Study for the first time write for Work Study Application Form to Mrs. Maude Goldston, Assistant Supervisor, Special Projects, Division of Vocational Education, State Department of Education, Richmond, Virginia 23216.

Total in Column B.

Item 4 - Other Income.
Estimate the revenues from tuition fees and other income in connection with Vocational Education Programs.

Calculate the subtotal.

Item 5 - Local Funds.
The difference between the total of Part II and the subtotal of Part I. This amount comes from basic school aid funds and additional funds.

VEMIS - SCHEDULE NO. 8
Page 1 of 2
Submit 2 copies

SCHOOL DIVISION _____

## ANTICIPATED REVENUES AND EXPENDITURE FOR VOCATIONAL EDUCATION 1975-76

### I. Anticipated Revenues

| A Source of Funds | | B Amount |
|---|---|---|
| 1. Additional Cost for Vocational Education | | |
| a. Agricultural Education (Col. I, 1a) | $_____ | |
| b. Business Education (Col. I, 1b) | $_____ | |
| c. Distributive Education (Col. I, 1c) | $_____ | |
| d. Home Economics Education (Col. I, 1d) | $_____ | |
| e. Industrial Arts Education (Col. I, 1e) | $_____ | |
| f. Trade & Industrial Education (Col. I, 1f) | $_____ | |
| Total (Additional Cost) ..... | | $ |
| 2. Salaries: Local Director, Supervisor, Principal of Vocational centers..... | | $ |
| 3. Categorical Funds | | |
| a. Adult | $_____ | |
| b. Travel | $_____ | |
| c. Extended Contract | $_____ | |
| d. Special Program or Project | $_____ | |
| e. Equipment | $_____ | |
| f. Construction | $_____ | |
| g. Work Study | $_____ | |
| Total (Categorical Funds)..... | | $ |
| 4. Other Income (Tuition Fees, etc.)..... | | $ |
| SUBTOTAL | | $ |
| 5. Local Funds..... | | $ |
| TOTAL | | $ |

### II. Anticipated Expenditure

| Items | | Amount |
|---|---|---|
| 1. Salaries | | |
| a. Director, Vocational Education | $_____ | |
| b. Program Field Supervisors | $_____ | |
| c. Principal and Asst. Principal of Vocational Centers | $_____ | |
| d. Teachers of Vocational Courses | $_____ | |
| e. Other | $_____ | |
| Total (Salaries)..... | | $ |

(See Back Page 2)

| Items A | | Amount B |
|---|---|---|
| 2. Instructional Materials | | |
| a. Agricultural Education | $_____ | |
| b. Business Education | $_____ | |
| c. Distributive Education | $_____ | |
| d. Home Economics Education | $_____ | |
| e. Industrial Arts Education | $_____ | |
| f. Trade & Industrial Education | $_____ | |
| Total (Instructional Materials) | | $_____ |
| 3. Travel | | |
| Teacher Coordinators | $_____ | |
| Other Personnel | $_____ | |
| Total (Travel) | | $_____ |
| 4. Maintenance of Equipment | | $_____ |
| 5. Extended Contracts | | $_____ |
| 6. Special Programs and Projects (Not included in Items 1-5 above) | | |
| a. Disadvantaged | $_____ | |
| b. Handicapped | $_____ | |
| c. Exemplary | $_____ | |
| d. Cooperative, Part G* | $_____ | |
| e. Work Study | $_____ | |
| f. Other _____ | $_____ | |
| Total (Special Programs and Projects) | | $_____ |
| 7. Adult Vocational Education | | |
| a. Salary | $_____ | |
| b. Travel | $_____ | |
| c. Supplement | $_____ | |
| Total (Adult Programs) | | $_____ |
| 8. Equipment | | $_____ |
| 9. Construction | | $_____ |
| 10. Other (List) | | $_____ |
| | TOTAL | $_____ |

*Not regular cooperative

INSTRUCTIONS FOR SCHEDULE 9

Schedule 9 titled "Proposal for New Vocational Education Program Approved for Reimbursement from Vocational Funds Regular Programs" is completed for each new (not expanded) program listed on Schedules 1a - 1f. Two copies of Schedule 9 are sent to the appropriate program field supervisor. If it is a combination program (involving more than one program field), send two copies to Mr. George Swartz, Supervisor for Vocational Education Local and Regional Planning, State Department of Education, Richmond, VA 23216.

The items are self-explanatory.

VEMIS - SCHEDULE NO. 9
Submit 2 copies

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PROPOSAL FOR NEW VOCATIONAL EDUCATION PROGRAM*
APPROVED FOR REIMBURSEMENT FROM VOCATIONAL FUNDS
REGULAR PROGRAMS

Directions: Send to the State Supervisor identified two copies of Schedule 9 for each new program listed on Schedule 1a-1f. The proposal should also be submitted with Schedule 1a-1f.

To the State Supervisor of: (Check only one)

_____ Agriculture
_____ Business
_____ Distribution
_____ Home Economics
_____ Industrial Arts

_____ Trade & Industrial
_____ Combination Program
List Program Fields
_____
_____

The _____ hereby
(Name of School Division)

requests approval of the following new program as described in the attached proposal.

Title of Program: _____ Course Codes _____

Schools in which program will be offered: _____

_____

This Program will be under the local supervision of:

Name _____ Title _____

Address _____ Phone _____
(zip)

Signed _____ Title _____
Superintendent or Designated Official

Date _____

(Program proposal data -- on reverse side.) DO NOT WRITE BELOW THIS LINE

The proposal for a new program is approved for purposes of reimbursement as indicated on the attached copy beginning July 1, 19____.

Title of Program _____ Course Codes _____

Date _____ Signed _____

Title _____

*A new vocational program is defined as a curriculum which has not been previously offered in the school division.

PROGRAM PROPOSAL

Describe the proposed program briefly in narrative form following the outline below:

I. Title of Program _____

II. Brief Statement of Student Population to be Served _____

III. Program Objectives _____

IV. Procedures for Implementing Program (including enrollment projections and the chronological ti schedule over a three year period.)

| Courses Offered in Program | No. Sections - Anticipated Enrollment | | | | | |
|---|---|---|---|---|---|---|
| | 1st Yr. 19___ - ___ | | 2nd Yr. 19___ - ___ | | 3rd Yr. 19___ - ___ | |
| | Sections | Enrollment | Sections | Enrollment | Sections | Enrollment |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

V. Attach outline of Program (Courses), Content, Length of Program, and Instructional Plan

VI. Number of Professional Personnel and Teaching Certificate Endorsement: _____ Number

VII. Cost of Implementing and Maintaining Program for the First, Second, and Third Years

PROJECTED COST OF NEW PROGRAM

| Cost Item | 1st Year | 2nd Year | 3rd Year |
|---|---|---|---|
| Salaries | | | |
| Travel | | | |
| Room Facilities | | | |
| Equipment | | | |
| Maintenance of Equipment | | | |
| Instructional Materials | | | |
| Instructional Supplies | | | |
| Other (List) | | | |
| | | | |
| Total | | | |

VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

(Phase 1)

SECTION 3

(a) Application for State Aid

(b) List of Approved Programs in Vocational Education

(c) List of Reimbursement Rates for School Divisions

## SECTION 3: APPLICATION FOR STATE AID

Section 3 deals with the application for State Aid for regular Vocational Education course offerings indicated in Section 2 (Schedules 1a - 1f). An application form (VEMIS - SCHEDULE NO. 10) titled "Application for State Aid from Virginia Vocational Funds for Additional Cost for Regular Programs, Schedules 1a - 1f" is included in this package.

### Completion of FORM VEMIS - SCHEDULE NO. 10

All items are self-explanatory. Information given on Schedule 8 and Schedules 1a - 1f are used completing the items dealing with the aid requested.

VEMIS - SCHEDULE NO. 10
Submit 2 copies

PRELIMINARY APPLICATION FOR STATE AID FROM VIRGINIA VOCATIONAL FUNDS
FOR ADDITIONAL COST FOR REGULAR PROGRAMS, SCHEDULES 1a-1f

_____
Date

The School Board of _____ County or City hereby applies for State Aid from the Vocational Funds as follows:

Attach to this application Schedules No. 1a-1f, thru 8, and the Five Year Updated Plan.

| | Aid Requested | Do Not Fill In<br>Aid Approved |
|---|---|---|
| *Additional Funds to School Division (FTE)<br>Total FTE Students _____ | $ | $ |

| Program Field | No. FTEs | Additional Funds |
|---|---|---|
| Agriculture | | |
| Business | | |
| Distributive | | |
| Home Economics | | |
| Industrial Arts | | |
| Trade & Industrial | | |
| *TOTAL | | |

The School Board for _____ agrees to the conditions set forth on the reverse side of this sheet.

_____
Division Superintendent of Schools

---

The above preliminary application is approved for $_____ for FY_____ to be reimbursed to the said school board on forms provided by the Division of Vocational Education, State Board of Education in accordance with the terms of the approval, subject to the students being enrolled in the identified courses.

_____ Signed_____
Date

*These figures should be the same.

CONDITIONS

1. Submit this application in duplicate.

2. Submit, with application, Schedules 1a-1f, (in duplicate); Schedules No. 2a-2f, 3a-3f, 4 (one copy); Schedules No. 5, 6 (three copies each); Schedules No. 7 and 8 (one copy each), along with one copy of the Five Year Updated Plan.

3. The School Division certifies that each vocational program meets the program standards.

4. It is agreed that necessary student accounting, teacher assignments, and financial records will be provided for the State Department of Education at specified intervals for a determination of whether vocational funds continue to be used for the purpose provided under this approval.

5. In case the vocational education program or any phase thereof is discontinued, the State and Federal Education agencies are to be refunded a fair proportion of the funds advanced to the locality under the terms of this application.

6. Applications for State aid on categorical items shall be submitted individually on forms available for these purposes for the next fiscal year.

7. In the event of insufficient State funds for additional costs for regular programs, reimbursement will be prorated accordingly.

Division of Vocational Education
State Department of Education
Richmond, Virginia

## LIST OF APPROVED PROGRAMS IN VOCATIONAL EDUCATION

### I. Agricultural Education Occupational Programs

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | *Maximum Students |
|---|---|---|---|---|
| 010100 | Agricultural Production | 8010 | Agricultural Production 111 | 20 |
| | | 8012 | Agricultural Production IV | 20 |
| | | 8014 | Agricultural Production V | 20 |
| 010200 | Agricultural Supplies and Services | 8022 | Agricultural Business 111 | 15 |
| | | 8024 | Agricultural Business IV | 15 |
| 010300 | Agricultural Mechanics | 8016 | Agricultural Machinery Services III | 15 |
| | | 8018 | Agricultural Machinery Services IV | 15 |
| | | 8020 | Agricultural Machinery Services V | 15 |
| 010400 | Agricultural Products | 8028 | Agricultural Processing and Marketing III | 15 |
| | | 8030 | Agricultural Processing and Marketing IV | 15 |
| | | 8032 | Agricultural Processing and Marketing V | 15 |
| 010500 | Ornamental Horticulture | 8034 | Ornamental Horticulture III | 20 |
| | | 8036 | Ornamental Horticulture IV | 20 |
| | | 8038 | Ornamental Horticulture V | 20 |
| 010600 | Agricultural Resources | 8040 | Natural Resources Management III | 15 |
| | or | 8042 | Natural Resources Management IV | 15 |
| 010700 | Forestry | 8044 | Natural Resources Management V | 15 |
| | | | (List under the most appropriate OE Code.) | |
| 019900 | Other - Agriculture | 8006 | Agricultural Science and Mechanics I | 20 |
| | | 8008 | Agricultural Science and Mechanics II | 20 |
| | | 8050 | Agriculture - Special Needs | 15 |
| | | 8070 | General Mechanics - Special Needs | 15 |

### II. Agricultural Orientation and Exploration Programs

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | *Maximum Students |
|---|---|---|---|---|
| 019999 | Exploratory or Orientation | 8002 | Exploratory Agriculture - Grade 6 | 20 |
| | | 8003 | Exploratory Agriculture - Grade 7 | 20 |
| | | 8004 | Exploratory Agriculture - Grade 8 | 20 |

* Maximum Number of Students Per Class.

III. Business Education Occupational Programs

| O.E. Class. | Name of Program | Course Code | Required Courses for each Program | *Maximun Students |
|---|---|---|---|---|
| 14.0100 | Accounting and Computing Occupations | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| | | 6340 | Clerical Accounting I (block) | 25 |
| | | 6350 | Clerical Accounting II (block) | 25 |
| | | | or | |
| | | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| | | 6311 | Bookkeeping, Beginning | 25 |
| | | 6315 | Bookkeeping, Advanced | 25 |
| | | 6410 | Office Practice | 25 |
| 14.0200 | Business Data Processing Systems Occupations | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| | | 6640 | Business Data Processing I (block) | 15 |
| | | 6650 | Business Data Processing II (block) | 15 |
| 14.0300 | Filing, Office Machines, General Clerical Occupations Reprographics | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| | | 6710 | Filing I or 6660 Reprograph I | 25 |
| | | 6720 | Filing II or 6670 Reprograph II | 25 |
| | | | or | |
| | | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| | | 6154 | Advanced Typewriting | 25 |
| | | 6311 | Bookkeeping ) or | 25 |
| | | 6330 | Recordkeeping) | 25 |
| | | 6410 | Office Practice | 25 |
| 14.0100<br>14.0300<br>14.0400<br>14.0500 | Office Services Disadvantaged | 6740 | Office Services I (block) | 15 |
| | | 6741 | Office Services II (block) | 15 |
| | | 6742 | Office Services III (block) | 15 |
| 14.0700 | Stenographic, Secretarial and Related Occupations | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| | | 6250 | Stenography I (block) | 25 |
| | | 6260 | Steno. II (block) or 6730 Med.Off.Pro. or 6735 Leg.Off.Pro. | 25 |
| | | | or | |
| | | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| | | 6154 | Advanced Typewriting | 25 |
| | | 6211 | Shorthand, Beginning | 25 |
| | | 6215 | Shorthand, Advanced | 25 |
| | | 6410 | Office Practice | 25 |
| 14.0900 | Typing and Related Occupations | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| 14.0200 | Keypunch Operator | 6159 | Clerk-Typist I (block) | 25 |
| | | 6160 | Clerk-Typist II | 25 |
| | | | or | |
| | | 6110 | General Business | 25 |
| | | 6151 | Beginning Typewriting | 30 |
| | | 6154 | Advanced Typewriting | 25 |
| | | 6410 | Office Practice | 25 |
| 14.9999 | Business Exploration | 6109 | Business Exploration | 25 |
| | | 6320 | Accounting | 25 |
| | | ____ | Office Supervision and Management | 25 |

IV. Distributive Education Occupational Programs

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| | Occupational Preparation Programs (Coop) | | | |
| 040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900 | DE Coop. Program | 8120 | DE II (Grade 11) | 15 |
| | | 8130 | DE III (Grade 12) | 15 |
| | | 8140 | DE II Disadvantaged | 15 |
| | | 8141 | DE III Disadvantaged | 15 |
| 041600 | Petroleum Marketing | 8148 | *Petroleum Marketing | 15 |
| 040600 | Food Distribution | 8142 | *Food Distribution | 15 |
| 040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900 | Marketing | 8132 | Marketing I | 20 |
| | | 8134 | Marketing II | 20 |
| 040200,040300, 040500,040600 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900 | Senior Marketing | 8136 | Senior Marketing | 20 |

V. Distributive Education Orientation and Exploration Programs

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| 040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900 | Education for Employment | 8104 | Education for Employ. (Grade 7) | 20 |
| | | 8106 | Education for Employ. (Grade 8) | 20 |
| | | 8108 | Education for Employ. (Grade 9) | 20 |
| | | 8157 | Educa. for Employ. (Grade 7 Disad.) | 15 |
| | | 8158 | Educa. for Employ. (Grade 8 Disad.) | 15 |
| | | 8159 | Educa. for Employ. (Grade 9 Disad.) | 15 |
| 040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900 | DE I Preparatory | 8110 | DE I Preparatory | 20 |

* Courses approved for special school divisions.

V. Distributive Education Orientation and Exploration Programs(Cont'd)

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| 040200,040800, | Fashion Merchandising | 8144 | Fashion Merchandising | 20 |
| 040700,041100 041500,041800 | Hotel-Motel Management | 8145 | *Hotel-Motel Management | 20 |
| 049900 | Radio & TV Broadcasting | 8161 | *Radio and TV I | 20 |
| | | 8162 | Radio and TV II | |

VI. Home Economics Occupational Programs

| O.E. Class | Name of Program | Course Code | Required * Courses for each Program | Maximum Students |
|---|---|---|---|---|
| 09.0201 | Child Care Services | 8285 | Child Care Occupations I | 15 |
| | | 8286 | Child Care Occupations II | 15 |
| 09.0202 | Clothing Services | 8280 | Clothing Occupations I | 15 |
| | | 8281 | Clothing Occupations II | 15 |
| 09.0203 | Food Services | 8275 | Food Occupations I | 15 |
| | | 8276 | Food Occupations II | 15 |
| 09.0204 | Home Furnishings Services | 8295 | Home Furnishings Occupations I | 15 |
| 09.0205 | Home and Institutional Services | 8290 | Home and Instit. Occupations I *Recommended Prerequisite: Consumer and Homemaking I & II | 15 |

VII. Consumer and Homemaking Programs

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| C9.0101 | Consumer & Homemaking | 8230 | Homemaking I | 20 |
| | | 8240 | Homemaking II | 20 |
| | | 8250 | Homemaking III | 20 |
| | Family Living | 8270 | Homemaking V (Non-Sequential) | 20 |
| C9.0102 | Consumer and Homemaking Child Development | 8230 | Homemaking I | 20 |
| | | 8240 | Homemaking II | 20 |
| | | 8284 | Child Development - 18 weeks | 20 |
| 09.0103 | Clothing Management | 8230 | Homemaking I | 20 |

* Courses approved for special school divisions.

VII. Consumer and Homemaking Programs (Cont'd)

| O.E. Class | Name of Program | Course Code | Required Courses for each program | Maximum Student |
|---|---|---|---|---|
| | | 8240 | Homemaking II | 20 |
| | | 8274 | Clothing Management - 18 weeks | 20 |
| 09.0104 and 09.0108 | Consumer Economics - Home Management | 8230 | Homemaking I | 20 |
| | | 8240 | Homemaking II | 20 |
| | | 8271 | Consumer Economics - Home Management - 18 weeks | 20 |
| 09.0106 | Marriage and the Family | 8230 | Homemaking I | 20 |
| | | 8240 | Homemaking II | 20 |
| | | 8272 | Marriage and the Family-18 wks. | 20 |
| 09.0107 | Food Management | 8230 | Homemaking I | 20 |
| | | 8240 | Homemaking II | 20 |
| | | 8273 | Food Management - 18 weeks | 20 |
| 09.0109 | Home Furnishings and Housing | 8230 | Homemaking I | 20 |
| | | 8240 | Homemaking II | 20 |
| | | 8297 | Home Furnishings and Housing - 18 weeks | 20 |

VIII. Home Economics Orientation and Exploration Programs

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Student |
|---|---|---|---|---|
| | (Non-Sequential Offerings) | | | |
| 09.0999 | Intermediate Consumer and Homemaking | 8205 | Homemaking Grade 6 - 18 weeks | 25 |
| | | 8206 | Homemaking Grade 7 - 18 weeks | 25 |
| | | 8207 | Homemaking Grade 7 - Less than 18 weeks | 25 |
| | | 8208 | Homemaking Grade 7 - 36 weeks | 25 |
| | | 8210 | Homemaking Grade 8 - 18 weeks | 25 |
| 09.0199 | Home Economics - Disad. (Homemaking) | 8220 | Home Economics - Adapted Disadvantaged - 36 weeks | 15 |
| 09.0999 | Home Economics Occupational-Exploration or | 8221 | Home Economics - Occupational-Exploration or Orientation - 36 weeks | 15 |

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Student |
|---|---|---|---|---|
| 109999 | Industrial Arts | 8461 | Exploring Techn. (18-36 wks.) | 25 |
| | | 8462 | Modern Industry and Techn. (7-9 grades) | 25 |
| | | 8463 | American Industry (7-9 grades) | 25 |
| | | 8431 | The World of Construction I (7-9 grades) | 25 |
| | | 8425 | The World of Manufacturing II (8-10 grades) | 25 |

IX. Industrial Arts Orientation and Exploration Programs (Cont'd)

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| | | 8445 | The World of Communications (9-10 grades) | 25 |
| | | 8445 | The World of Transportation (9-10 grades) | 25 |

X. Trade and Industrial Education Occupational Programs

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| 17.0100 | Air Conditioning and Refrigeration | 8503 | Air Cond. & Refrig. I | 20 |
| | | 8504 | Air Cond. & Refrig. II | 20 |
| | | 8505 | Air Cond. & Refrig. III | 20 |
| 17.0301 | Auto Body Repair | 8676 | Auto Body Repair I | 20 |
| | | 8677 | Auto Body Repair II | 20 |
| | | 8678 | Auto Body Repair III | 20 |
| 17.0302 | Auto Mechanics | 8506 | Auto Mechanics I | 20 |
| | | 8507 | Auto Mechanics II | 20 |
| | | 8508 | Auto Mechanics III | 20 |
| 17.2601 | Barbering | 8509 | Barbering I | 15 |
| | | 8510 | Barbering II | 15 |
| | | 8511 | Barbering III | 15 |
| 17.1004 | Bricklaying | 8512 | Bricklaying I | 20 |
| | | 8513 | Bricklaying II | 20 |
| | | 8514 | Bricklaying III | 20 |
| 17.1099 | Building Trades | 8515 | Building Trades I | 20 |
| | | 8516 | Building Trades II | 20 |
| | | 8517 | Building Trades III | 20 |
| 17.1001 | Cabinetmaking and Carpentry | 8518 | Carpentry-Cabinet Making I | 20 |
| | | 8519 | Carpentry-Cabinet Making II | 20 |
| | | 8520 | Carpentry-Cabinet Making III | 20 |
| 17.0700 | Commercial Art | 8570 | Commercial Art I | 20 |
| | | 8571 | Commercial Art II | 20 |
| | | 8572 | Commercial Art III | 20 |
| 17.2900 | Commercial Foods | 8521 | Commercial Foods I | 20 |
| | | 8522 | Commercial Foods II | 20 |
| | | 8523 | Commercial Foods III | 20 |
| 17.3300 | Commercial Sewing | 8524 | Commercial Sewing I | 20 |
| | | 8525 | Commercial Sewing II | 20 |
| | | 8526 | Commercial Sewing III | 20 |

X. Trade and Industrial Education Occupational Programs(Cont'd)

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| 17.2602 | Cosmetology | 8527 | Cosmetology 1 | 20 |
| | | 8528 | Cosmetology II | 20 |
| | | 8529 | Cosmetology III | 20 |
| 17.1200 | Diesel Mechanics | 8679 | Diesel Mechanics I | 20 |
| 17.1300 | Drafting | 8530 | Drafting I | 20 |
| | | 8531 | Drafting II | 20 |
| | | 8532 | Drafting III | 20 |
| 17.1400 | Electricity | 8533 | Electricity I | 20 |
| | | 8534 | Electricity II | 20 |
| | | 8535 | Electricity III | 20 |
| 17.1500 | Electronics | 8536 | Electronics I | 20 |
| | | 8537 | Electronics II | 20 |
| | | 8538 | Electronics III | 20 |
| 07.0303 | Health Assistant Cluster | 8561 | Health Assistant Cluster I | 15 |
| * | *Industrial Cooperative Training | 8901 | Industrial Cooperative Tr. I | 20 |
| | | 8902 | Industrial Cooperative Tr. II | 20 |
| 17.1099 | Industrial Maintenance Mechanics | 8575 | Industrial Maint. Mech. I | 20 |
| | | 8576 | Industrial Maint. Mech. II | 20 |
| | | 8577 | Industrial Maint. Mech. III | 20 |
| * | *Industrial Work Experience | 8905 | Industrial Work Experience I | 15 |
| 17.2300 | Machine Shop | 8539 | Machine Shop I | 20 |
| | | 8540 | Machine Shop II | 20 |
| | | 8541 | Machine Shop III | 20 |
| 17.1099 | Maintenance and Repair | 8542 | Maintenance and Repair I | 20 |
| | | 8543 | Maintenance and Repair II | 20 |
| | | 8544 | Maintenance and Repair III | 20 |
| 07.0904 | Medical Assistants | 8545 | Medical Assistants I | 15 |
| | | 8546 | Medical Assistants II | 15 |
| | | 8547 | Medical Assistants III | 15 |
| 17.2300 | Metal Trades | 8548 | Metal Trades I | 20 |
| | | 8549 | Metal Trades II | 20 |
| | | 8550 | Metal Trades III | 20 |
| 17.9900 | Mine Machinery Repair | 8580 | Mine Machinery Repair I | 20 |
| | | 8581 | Mine Machinery Repair II | 20 |
| | | 8582 | Mine Machinery Repair III | 20 |

* List students by Occupational Code

X. Trade and Industrial Education Occupational Programs(Cont'd)

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| 07.0303 | Nurses' Aide | 8560 | Nurses' Aide I | 15 |
| 17.1007 | Plumbing | 8551 | Plumbing I | 20 |
| | | 8552 | Plumbing II | 20 |
| | | 8553 | Plumbing III | 20 |
| 17.3100 | Power Mechanics | 8554 | Power Mechanics I | 20 |
| | | 8555 | Power Mechanics II | 20 |
| | | 8556 | Power Mechanics III | 20 |
| 07.0302 | Practical Nursing | 8557 | Practical Nursing I | 15 |
| | | 8558 | Practical Nursing II | 15 |
| | | 8559 | Practical Nursing III | 15 |
| 17.1900 | Printing | 8660 | Printing I | 20 |
| | | 8661 | Printing II | 20 |
| | | 8662 | Printing III | 20 |
| 17.2300 | Sheet Metal | 8663 | Sheet Metal I | 20 |
| | | 8664 | Sheet Metal II | 20 |
| | | 8665 | Sheet Metal III | 20 |
| 17.3400 | Shoe Repairing | 8666 | Shoe Repairing I | 15 |
| | | 8667 | Shoe Repairing II | 15 |
| | | 8668 | Shoe Repairing III | 15 |
| 17.3300 | Tailoring | 8669 | Tailoring I | 20 |
| | | 8670 | Tailoring II | 20 |
| | | 8671 | Tailoring III | 20 |
| 17.2300 | Welding | 8672 | Welding I | 20 |
| | | 8673 | Welding II | 20 |
| | | 8674 | Welding III | 20 |

XI. Trade and Industrial Orientation and Exploration Programs

| O.E. Class | Name of Program | Course Code | Required Courses for each Program | Maximum Students |
|---|---|---|---|---|
| 17.9999 | Industrial Career Exploration | 8702 | Industrial Career Expl. I | 25 |
| | | 8704 | Industrial Career Expl. II | 25 |
| 17.9999 | Industrial Career Orientation | 8701 | Industrial Career Orient. I | 25 |
| | | 8703 | Industrial Career Orient. II | 25 |

# 1975 - 1976
# REIMBURSEMENT RATES FOR CATEGORICAL FUNDING UNDER PART B OF THE ACT

Local school divisions in Group I are eligible for 60% reimbursement of approved costs for the extension of contracts, travel, equipment, adult education programs, etc. and 50% of the approved amount of eligible costs for construction activities. Divisions in Group II are eligible for 55% reimbursement of approved costs for the extension of contracts, travel, equipment, adult education programs, etc. and 45% of the approved amount of eligible costs for construction activities. Divisions in Group III are eligible for 50% reimbursement of approved costs for the extension of contracts, travel, equipment, adult education programs, etc. and 40% of the approved amount of eligible costs for construction activities.

Group I

Accomack
Alleghany
Amherst
Bland
Brunswick
Buchanan
Cape Charles
Carroll
Charles City
Charlotte
Chesapeake
Craig
Dickenson
Dinwiddie
Floyd
Franklin Co.
Frederick
Fries
Grayson
Greene
Greensville - Emporia
Halifax - South Boston
Hampton
Henry
Lee
Louisa
Lunenburg
Mecklenburg
Nelson
Newport News
Northampton
Norton
Nottoway
Pittsylvania
Portsmouth
Poquoson
Prince George
Pulaski
Rockbridge
Russell
Scott
Smyth
Southampton
Suffolk
Sussex
Tazewell
Washington Co.
Westmoreland
Wise
Wythe

Group II

Amelia
Appomattox
Augusta
Bedford
Botetourt
Bristol
Buckingham
Buena Vista
Campbell
Chesterfield
Clifton Forge
Covington
Cumberland
Danville
Franklin City
Giles
Madison
Montgomery
New Kent
Norfolk
Northumberland
Page
Patrick
Petersburg
Powhatan
Prince William
Radford
Richmond County
Roanoke City
Roanoke - Salem
Rockingham
Shenandoah
Spotsylvania
Stafford
Virginia Beach
Waynesboro
York
Hopewell

Group III

Albemarle
Alexandria
Arlington
Bath
Caroline
Charlottesville
Clarke
Colonial Beach
Colonial Heights
Culpeper
Essex
Fairfax
Falls Church
Fauquier
Fluvanna
Fredericksburg
Galax
Gloucester
Goochland
Hanover
Harrisonburg
Henrico
Highland
Isle of Wight
King George
King & Queen
King William
Lancaster
Lexington
Loudoun
Lynchburg
Martinsville
Mathews
Middlesex
Orange
Prince Edward
Rappahannock
Richmond City
Staunton
Surry
Warren
West Point
Williamsburg - James City Co.
Winchester

APPENDIX G

REPORT ON FACILITY ULITIZATION STUDY

Development and Field-test of Facility Utilization Information Component

## INTRODUCTION

### An Overview of VEMIS-V

The development of the Vocational Education Management Information System for Virginia called VEMIS-V is a joint effort by the Virginia Department of Vocational Education and the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University.

VEMIS-V consists of three phases. The first phase deals with vocational education program planning. Information on vocational education program purposes and activities, fiscal budget, resource requirements, and enrollment projections is collected from each LEA in the state. The program planning phase has been discussed in greater detail elsewhere.[1] A subsystem called STUDENT has been developed to aid the localities in making a reasonable estimate of enrollment projections. Information collected through STUDENT would help to ascertain students' interest in various vocational programs. STUDENT subsystem is planned to be implemented during the 1974-75 year.

The second phase of VEMIS-V is the implementation and operation of the planned vocational education program activities. During this phase, the Vocational Education Reporting System or VERS collects student enrollment figures in vocational education programs and student characteristics.

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1. Vivekananthan, P.S., Program Planning - Phase one of VEMIS. Fifteenth Annual Conference of Southern States Council on Educational Research and Statistics, El Paso, TX, Nov. 11-14, 1974.

VERS is a computerized information system. It includes a follow-up phase of former students. A complete description of VERS can be found elsewhere.[2] A subsystem has been developed to collect vocational teacher's daily assignment information. This subsystem is implemented in the 1974-75 year and is part of the second phase of VEMIS-V. Information collected through VERS and teacher's daily assignment subsystem will aid the State Division of Vocational Education to determine amount of reimbursement to localities for vocational education activities.

The third phase deals with annual evaluation of vocational education program offerings. A manual has been developed and field-tested during the 1973-74 year. Procedures of evaluation have been described in the manual.[3] The manual aids localities in identifying the strength and weakness of the programs. Information from the third phase will be very valuable in making necessary plans of vocational education program offerings.

The three phases are interdependent. They form a cycle, phase 1 leading to phase 2 which leads to phase 3, and phase 3 in turn leads to phase 1. A state wide picture of vocational education programs is obtained when a cycle is completed. This information helps not only in meeting federal

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2. Vivekananthan, P.S. and J.D. Oliver, VERS - The Student Accounting Component of VEMIS-V. In R.L. Morgan, W.L. Ballenger, and J.E.S. Lawrence (Ed) Management Information Systems for Vocational Education: A National Overview, Technical Report 1, DASP Division, Center for Occupational Education, N.C. State University, Raleigh. 1974.

3. "Annual Local Evaluation of Vocational and Technical Education", Procedures and forms for conducting an annual evaluation of vocational and technical education programs. Division of Vocational Education, State Department of Education, Richmond, Virginia 23216

reporting requirements, but also suggests actions needed to improve vocational education programs for coming years.

Deficiencies in VEMIS-V

It can be noted that VEMIS-V does not provide all necessary information of evaluation and for program planning. There are deficiencies particularly in the areas of facility utilization and man-power demand projections. Procedures are lacking to gather inventory of existing facilities and evaluation of existing space utilization. There is no information gathering mecanism to evaluate extent and efficiency of facility utilization. This proposal is addressed to meet the need by developing a facility utilization information subsystem. When this subsystem is developed it will become an integral part of VEMIS-V.

Need for Facility Utilization Information

In the Commonwealth of Virginia there has been a phenominal growth in the enrollment in vocational education courses during 1967-1972. Data reported in the State Advisory Council Annual Report[4] show that the average annual percentage increase in vocational subjects has been about 16% as compared to less than 4% for all secondary schools and resulting in 78.56% increase over the 5 year period. Consequently the State Advisory Council on Vocational Education strongly recommended that the State Department of Education and the State Legislature appropriate larger funds for construction of vocational education facilities.

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4. Third Annual Report, Virginia State Advisory Council on Vocational Education, Nov. 1972.

The surge for expansion and improvement of vocational education program offerings suggest that an assessment of the utilization of current vocational education facilities in Virginia be made particularly before any expansion of facilities can be planned and undertaken. In essence, facility utilization information is needed in terms of its capacity, its enrollment and its time of occupancy and use in a given period of time. This information will help immensely in the assessment of facility utilization in terms of its efficient, economical operation. And yet, this information is rarely available in Virginia. This indicates a need for development of a system that will provide facility utilization information on a regular basis.

Study by VSACVE

The Virginia State Advisory Council on Vocational Education contracted with a consulting firm "to identify the basic factors that affect or influence utilization; the procedures that should be used to record and report such utilization." The purpose was "to conduct a limited utilization study with purposes as previously described." As a result, the study ended up with a design rather than development of a facility utilization system. Additionally, the report says "that further effort need also be devoted to the determination of a method of computerizing the qualified compatible utilization data that could be obtained for reporting purposes." Consequently, measures of utilization and criteria of optimum utilization have yet to be established. Computer softwares have to be developed. Information content have to be determined. In essence, a facility utilization system has to be developed.

APPENDIX H

FALL REPORT OF VOCATIONAL EDUCATION TEACHER

(TEACHER DAILY ASSIGNMENT)

Form No. VEAST [illegible]

FALL REPORT OF VOCATIONAL EDUCATION TEACHERS FOR THE YEAR 19__-__
(To be completed by September 20)

(1) School Division_____ (2) Name of School_____

(3) Teacher's Name_____ (4) Social Security Number_____

(5) Contract Time (Check one) 10 Months_____ 11 Months_____ 12 Months_____

(6) Daily Activity Chart

| A<br>Assignments by Periods<br>( { ) Bracket Block Periods | B<br>Activity Code | C<br>Activity or Course Title | D<br>Length of Periods in Minutes | E<br>Number of Periods a Week | F<br>Number Students | | G<br>Certified | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Coop. | Non-Coop. | Yes | No |
| Pre-School Period | | | | | | | | |
| Period 1 | | | | | | | | |
| Period 2 | | | | | | | | |
| Period 3 | | | | | | | | |
| Period 4 | | | | | | | | |
| Period 5 | | | | | | | | |
| Period 6 | | | | | | | | |
| Period 7 | | | | | | | | |
| Period 8 | | | | | | | | |
| Post School Period | | | | | | | | |

(7) Teacher-Coordinator Travel Budget _____ *(8)Adult Supplement _____ 60 hrs. _____ 120 hrs. _____ 180 hrs.

(9) Sponsors Student Organization ____yes _____no

Date_____ Signed_____
(Teacher)

*If on adult supplement, check appropriate number of hours and attach plan for adult activities.

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FALL REPORT OF VOCATIONAL EDUCATION TEACHERS FOR THE YEAR 19__-__

## INSTRUCTIONS

The "Fall Report of Vocational Education Teachers" is completed by every instructor teaching secondary vocational education courses. Each teacher will receive two copies of the form from the VERS Coordinator. One completed report is to be returned by September 20 to the VERS Coordinator. The teacher will keep the second copy on file. The VERS Coordinator will send the forms by September 25 to the State Supervisor of the respective vocational education program field.

The report consists of nine items:

Items 1-5 are self-explanatory.

6. Daily Activity Chart.

   A. Assignments by Periods. Preprinted. Put a bracket ({) around the periods involving block periods.

   B. Activity or Course Code. Refer to the Teachers' Daily Assignment Code List in the VERS Teachers' Guide. Write the appropriate code of the activity or the course. If the activity is not listed in the Teachers' Daily Assignment Code List, mark XXXX.

   C. Activity or Course Title. From the code list, write the appropriate activity or course title. If the activity is not listed, describe the activity. If you have two or more activities during the period, list each activity.

   D. Length of Periods in Minutes. Write in the length of class periods. For pre-school period and post-school period activities, estimate activity duration in minutes.

   E. Number of Periods a Week. Write the number of periods in a week you have the activity specified in Col. C.

   F. Number of Students Each Period.

      1. Coop. Write the number of cooperative students you teach during the period.

      2. Non-Coop. Write the number of non-cooperative students you teach during the period.

   G. Certification. If your teaching certificate is endorsed to teach the course or do the activity specified in Column B, put a check mark (✓) under "yes". If you are not certified when certification is mandatory, put a check mark (✓) under "no". If no certification is necessary, write NA (not applicable). DON'T LEAVE A BLANK.

7. Teacher-Coordinator Travel Budget. Write the amount approved for travel for coordination activities.

8. Adult Supplement. If you are on adult supplement, check the appropriate number of hours. Attach plan for your adult supplement activities. The plan, in outline form, includes types of activities such as organization, instruction, supervision, promotion, design and development, and recruitment for adult programs and percentage of time spent on each activity.

9. Sponsor of Student Vocational Organization. If you are a sponsor of a student vocational organization such as DECA, VICA, FBLA, FFA, FHA, or VIASA, mark "yes". Otherwise, mark "no".

10. Signature. Sign your name verifying the information given on this form.



PLEASE RETURN THE COMPLETED FORM TO YOUR VERS COORDINATOR ON OR BEFORE SEPTEMBER 20.